

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

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)~~ **seven (7)** members:*

- *Amador County Office of Education (ACOE) Superintendent*
- *Amador County Unified School District (ACUSD) Superintendent*
- ~~*Director of Special Education/SELPA*~~
- ~~*Assistant Superintendent of Business Services/Chief Business Official*~~
- ~~*Assistant Superintendent of Human Resources*~~
- *ACUSD/ACOE Board of Trustees Member*
- *ACUSD/ACOE Board of Trustees Member*
- *ACUSD/ACOE Board of Trustees Member*
- *ACUSD/ACOE Board of Trustees Member*
- *ACUSD/ACOE Board of Trustees Member*

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)(0) 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 special education and services for all eligible individuals with disabilities residing in the geographic area served by Amador County SELPA. **are provided in accordance with IDEA, federal and California Education Code.**

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, **Amador County Office of Education Superintendent**, 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.

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) (12)(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

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/~~SELPA~~ **APA** 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 eCommunity aAdvisory eCommittee (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 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, ~~non service~~ **non service** disabilities and supplemental ~~aides~~ **aids** and services needs 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 **the** general public, hold public hearings **s** 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) (12)(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)(I)(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 ~~state-wide~~ statewide 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)(12)(D)(i), 56205(a)(12)(0)(ii)(I) 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, **the DIS services provided to all students served by the AC 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, to administer and implement the Special Education Local Plan.
9. Develops and monitors regional interagency agreements.
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 and ACOE 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.
9. Operation of a computer and assigned computer.
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 coordinate 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/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. 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~~ **intervention** 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 **and/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.)

PROGRAM SPECIALIST

Under the direction of the Director of Special Education/SELPA, 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.

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

1. Provide assistance to the Director of Special Education/SELPA Director, and support to special education staff.
2. Serve as administrative designee at IEP meetings as follows:
 - a. 30-day Special Day Class Placements
 - b. Change of placements
 - c. Triennials and annual IEPs for Special Day Class students
 - d. IEPs held for special purposes for learning disabled or Resource students where teacher or site administrators request support/assistance.
3. Provide classroom support to new teachers, including the following: IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following SELPA and COE policies and procedures.
4. Observe, consult with, and assist Special Day Class teachers, Resource Specialist teachers, Designated Instructional Service personnel, and other specialists.
5. Participate in meetings and conferences as the program representative or designee as assigned by the Director of Special Education/SELPA Director.
6. Generate/return phone calls regarding student issues.
7. Provide support to site administrators, teachers, parents, and support staff with technical information and facilitation regarding IEP activities.
8. Coordinate full inclusion students/aides.
9. Evaluate classified personnel as assigned.
10. Keeps the Director of Special Education/SELPA Director informed and up to date on respective county matters.
11. Works closely with Psychologists regarding referral process, assessments, and behavior planning and management systems.
12. Participates in the screening and selection process for certificated and classified personnel.
13. Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.
14. 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 **the** 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)(III), 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 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.

****c. The operation of special education programs:

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, **the Amador County SELPA** 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 continued 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)(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

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)

Policy/Procedure Number: BP 0430

Document Title: Philosophy, Goals, Objectives, and Comprehensive Plans:
Comprehensive Local Plan for Special Education

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

"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**

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

Policy/Procedure Number: BP 0410

Document Title: Philosophy, GOals, Objectives and Comprehensive Plans: Nondiscrimination In District Programs and Activities

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

"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**

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

Policy/Procedure Number: BP 6164.4

Document Title: PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS: Identification in District Programs And Activities

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

"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)

Policy/Procedure Number: BP/AR 6164.4

Document Title: Instruction Identification And Evaluation Of Individuals For Special Education

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

"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)

Policy/Procedure Number: AR 0430

Document Title: PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS: Comprehensive Local Plan For Special Education

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

"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**

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

Policy/Procedure Number: AR 6159.1

Document Title: Procedural Safeguards And Complaints For Special Education

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

"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**

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

Policy/Procedure Number: AR 6164.4

Document Title: Identification And Evaluation of Individuals For Special Education

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

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**

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

Policy/Procedure Number: BP/AR 5125

Document Title: Student Records

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

"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**

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

Policy/Procedure Number:

Document Title: ACOE/ACUSD Special Education Policies and Procedures 2013

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

"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**

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

Policy/Procedure Number: BP/AR 6164.41

Document Title: Children With Disabilities Enrolled By Their Parents in Private School

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

"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**

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 <https://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**

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

Policy/Procedure Number:

Document Title: ACOE/ACUSD Special Education Policies and Procedures 2013/Local Plan

Document Location: 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**

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

Policy/Procedure Number:

Document Title: SELPA Local Plan

Document Location: ACOE/ACUSD Special Education Policies and Procedures 2013/Local Plan ACOE/ACUSD posted on <https://amadorcoe.org>

"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**

14. Personnel Qualifications

Policy/Procedure Number: AR 4112.23

Document Title: Special Education Staff

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

"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**

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

Policy/Procedure Number:

Document Title: SELPA Local Plan

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

"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 the SELPA as stated: **Yes**

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures

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

"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 IEPs." The policy is adopted by the SELPA as stated: **Yes**

17. Supplementation of State, Local, and Federal Funds: 20 USC

Section 1412(a)(17) Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures

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

"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**

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

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures Special

Document Location: Education Policies and Procedures 2013, Local Plan posted on <https://amadorcoe.org>

"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**

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

Policy/Procedure Number:

Policy/Procedure Title: Amador County Special Education Policies and Procedures

Document Location: Special Education Policies and Procedures 2013, Local Plan posted on <https://amadorcoe.org>

"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**

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

Policy/Procedure Number: AR 5144.2

Document Title: Suspension And Expulsions/Due Process (Students With Disabilities)

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

"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**

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures

Document Location: Special Education Policies and Procedures 2013, Local Plan posted on <https://amadorcoe.org>

"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**

22. Over-identification and Disproportionality: 20 USC

Section 1412(a)(24) Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures

Document Location: Special Education Policies and Procedures 2013, Local Plan posted on <https://amadorcoe.org>

"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**

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures

Document Location: Special Education Policies and Procedures 2013, Local Plan posted on <https://amadorcoe.org>

"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**

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:

Reference Number:

Document Title: Local Plan

Document Location: Responsibilities of Local Education Agency Administrators

Description: 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.

2. Coordinated system of identification and assessment

Reference Number

Document Title: Local Plan

Document Location: CHILD FIND

Description: 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 student with disabilities are currently receiving needed special education and related services.

3. Coordinated system of procedural safeguards:

Reference Number

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 SpecialistBehavior 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

Documentation 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)(13).

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)

10.

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.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title: Local Plan

Documentation Location: <https://amadorcoe.org>

Description: 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:

Reference Number:

Document Title: Local Plan

Document Location: <https://amadorcoe.org>

Description: In order to maximize the learning and application of skills that will allow students to succeed in life, 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:

Reference Number:

Documentation: Local Plan

Documentation Location: <https://amadorcoe.org>

Description: 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.

Reference Number:

Document Title: SELPA LOCAL PLAN

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 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 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.

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

Reference Number:

Document Title: Local Plan

Document Location: <https://amadorcoe.org>

Description: 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.

Special Education Local Plan Area Services

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

Reference Number:

Document Title: Local Plan

Document Location: <https://amadorcoe.org>

Description: 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.

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:

Reference Number:

Document Title: ACOE Special Education Policy and Procedures

Document Location: <https://amadorcoe.org>

Description: 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.

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>

Description: 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:

Document Title: ACOE Special Education Policies and Procedures

Document Location: <https://amadorcoe.org>

Description: 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

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

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:

Reference Number:

Document Title: AR 0430 Philosophy, Goals, Objectives and Comprehensive Plans

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

Description: 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)

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.

Reference Number:

Document Title: Local Plan , Program Transfer Policy

Document Location: <https://amadorcoe.org>

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 Committee, Timeline and 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 56207. All proposed program transfers shall be considered by a Program Transfer Committee comprised of representatives from the LEAs, the Community Advisory Committee (CAC), and the SELPA Governance Board. The Program Transfer Committee shall include three members of the SELPA Governance Board, the SELPA Director, elementary and secondary principals, special education teachers, general education teachers, DIS providers, CAC members in good standing, and three parents of children currently enrolled in the Amador County SELPA. 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, t~~
 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 approval by the SELPA Governing Board and the ACUSD Board of Trustees. Recommendations shall be reached through a consensus reaching process and/or by majority vote of the Program Transfer Committee. Members of the Committee who disagree with the consensus and/or 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? The assurance that there will be compliance with all federal and state laws and regulations and special education local plan areas policies.
6. 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 **for the student(s) who will be affected by the agreed upon program transfer to take place on July 1st of the next school year.**

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 a particular student will follow the student with the program transfer. However, the equipment will remain the property of the sending district LEA.

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. **The record transfer plan will be completed within thirty (30) calendar days of the proposed transfer date.**

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-re-elected, 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. If 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.~~

During the months of March and April, the Assistant Superintendent of Human Resources will collaborate with the labor leaders associated with the program transfer to establish written agreements, consistent with EC 44903.7 (pertaining to certificated employees) and EC 45120.2 (pertaining to classified employees), to be signed by each affected employee. The written agreement will include the protections afforded to the employees and the effective date of the transfer. See the sample Classified Employment Transfer Confirmation and Acknowledgement form and the sample Certificated Employment Transfer Confirmation and Acknowledgement form at the end of SELPA Plan Part B.

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 of 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.



**Amador County Unified School District
Certificated Employment Transfer
Confirmation and Acknowledgement**

The Amador County Unified School District (ACUSD), in collaboration with the Amador County Office of Education (ACOE) and the Amador County Superintendent of Schools have agreed to certain modifications to delivery of special education services through the Special Education Local Plan Area (SELPA) that will support the continued equitable access to standards-aligned, core instruction within the least restrictive learning environment for all students with disabilities. As a result of these modifications to services, certain employees of the ACOE will be transferred to the employ of ACUSD. Where services are transferred from one member of a SELPA to another that requires the transfer of employees, those employees are entitled to maintaining rights associated with their previous employer.

Confirmation: I, _____, am currently an employee of ACOE and understand my position as _____ will be transferred from ACOE to ACUSD. I understand and confirm the following:

- A. I voluntarily resign from my position with ACOE, effective October 31, 2020.
- B. I voluntarily accept the same or comparable position with ACUSD, effective November 1, 2020.
- C. I have been informed and understand that, pursuant to Education Code section 44903.7, in my new position at ACUSD, I am entitled to and will retain the following rights:
 - 1) I retain my original seniority date and classification based upon my employment with ACOE. All years served with ACOE will be credited for placement on the ACUSD's salary schedule.
 - 2) If I am reassigned or transferred as a result of the reorganization, I will have first priority (after laid off certificated employees) for being informed of and in filling a vacant special education position in ACUSD, for which I am certificated to hold. This priority continues for 24 months.
 - 3) If am laid off as a result of the reorganization, I will have first priority for being informed of and in filling a vacant position for which I am certificated and was employed, in *any* district or county office within the SELPA that provides the same type of special education programs and services for the pupils previously served by me. This priority continues for 39 months for permanent employees and 24 months for probationary employees beginning on the date of termination.



**Amador County Unified School District
Certificated Administrator Employment Transfer
Confirmation and Acknowledgement**

The Amador County Unified School District (ACUSD), in collaboration with the Amador County Office of Education (ACOE) and the Amador County Superintendent of Schools have agreed to certain modifications to delivery of special education services through the Special Education Local Plan Area (SELPA) that will support the continued equitable access to standards-aligned, core instruction within the least restrictive learning environment for all students with disabilities. As a result of these modifications to services, certain employees of the ACOE will be transferred to the employ of ACUSD. Where services are transferred from one member of a SELPA to another that requires the transfer of employees, those employees are entitled to maintaining rights associated with their previous employer.

Confirmation: I, _____, am currently an employee of ACOE and understand my position as _____ will be transferred from ACOE to ACUSD. I understand and confirm the following:

- A. I voluntarily resign from my position with ACOE, effective June 30, 2020.
- B. I voluntarily accept the same or comparable position with ACUSD, effective July 1, 2020.
- C. I have been informed and understand that, pursuant to Education Code section 44903.7, in my new position at ACUSD, I am entitled to and will retain the following rights:
 - 1) I retain my original seniority date and classification based upon my employment with ACOE. All years served with ACOE will be credited for placement on the ACUSD's salary schedule.
 - 2) If I am reassigned or transferred as a result of the reorganization, I will have first priority (after laid off certificated employees) for being informed of and in filling a vacant special education position in ACUSD, for which I am certificated to hold. This priority continues for 24 months.
 - 3) If am laid off as a result of the reorganization, I will have first priority for being informed of and in filling a vacant position for which I am certificated and was employed, in *any* district or county office within the SELPA that provides the same type of special education programs and services for the pupils previously served by me. This priority continues for 39 months for permanent employees and 24 months for probationary employees beginning on the date of termination.

