Meeting Location: Remote meeting via Zoom.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.

Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online join the Zoom meeting via
https://us02web.zoom.us/j89002225466?pwd=ams0ektWT3psU2zEdDJFRC95bTM1dz09
Meeting ID: 890 0222 5466
Password: 51320
To access the meeting via telephone dial +16699009128, dial Meeting ID: 89002225466#, 1#, dial Password: 51320#
Directions for accessing the meeting will also be included on our webpage with the meeting link.
https://amadorcoe.org/minutes-agendas/

NOTE: A copy of the Board agenda and backup materials is available for inspection and review at Amador County Office of Education, 217 Rex Ave., Jackson, CA during regular business hours. In addition, this agenda has been posted on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made

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OUR MISSION: Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.

1.0 CALL TO ORDER

2.0 BOARD MEMBERS
  [ ] Susan Ross – Board President
  [ ] Kandi Thompson – Board Clerk
  [ ] Deborah Pulskamp
  [ ] James Marzano
  [ ] Janet White
  [ ] Hailey Dacier – Student Board Member
  [ ] Sophia Davis – Student Board Member
  [ ] Rebecca Morla – Student Board Member

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3.0 Roll taken by the Secretary to the Governing Board

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA

5.0 PRESENTATION AND RECOGNITION

5.1 Resolution: No ACOE 19/20-020 Recognition of Mental Health Awareness Month (Mr. Snider)
Mental Health Awareness Month was started in 1949 as a way of raising awareness about mental health and the crises that occur when we fail to address mental health concerns early and effectively through prevention, early intervention, and treatment. Over the last 60 plus years, the one-month observance has reached millions of individuals struggling with mental health issues of their own or of those they love.

Mental health conditions are a leading cause of disability in the United States and affect millions of children, adolescents, and adults in California. Mental illness includes such conditions as schizophrenia, depression, anxiety and post-traumatic stress disorders. Mental illness can negatively impact family life, personal happiness, acceptance of civic responsibility and completion of one’s education; 37% of students with a mental health condition, age 14 and older, drop out of school – the highest dropout rate of any disability group.

This resolution declares May 2020 as “Mental Health Awareness Month” for Amador County Office of Education.

6.0 PUBLIC COMMENTS
A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk.

7.0 CONSENT AGENDA
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website at www.amadorcoe.org.

7.1 Minutes
7.1a Board Meeting – April 22, 2020

7.2 Business (Mr. Critchfield)
7.2a Warrants issued between April 16, 2020 – May 1, 2020 $220,187.97

7.3 Surplus
7.3a Transportation Department – Two county vehicles request to surplus.
DISCUSSION/ACTION ITEMS

Public comments regarding Discussion/Action Items will be addressed during the Discussion/Action agenda items. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk.

8.1 California School Board Association (CSBA) Board Policy Update – Discussion/Action (Mr. Snider)
CSBA provides multiple policy update packets each fiscal year. The policy presented for updating at this time is in the area of Educational Services. The description summarizes the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 6142.4 – Service Learning-Community Service Classes (BP revised)
Policy updated to add language allowing the community service hour requirement for graduation to be waived in extreme or emergency circumstances (such as COVID-19).

8.2 2019-2020 Special Education Local Plan Area (SELPA) Local Plan Amendment – Discussion/Action (Mrs. Brown)
The proposed amendments to the SELPA Local Plan are related to these Board actions and to the composition of the SELPA Governing Board. It is understood that the Amador County Public Schools elected Board of Trustees currently serves as three separate boards: the ACOE Board, the ACUSD Board, and the SELPA Board. Additionally, all special education discussion/action items have historically been agendized on ACOE and ACUSD Board of Trustees meeting agendas. It is common and best practice throughout the state for SELPA governing boards to be composed of the superintendents and other administrators of the member LEAs of the SELPA.

8.3 2020-2021 Amador County Special Education Local Plan (SELPA) Local Plan – First Reading/Discussion/Action (Mrs. Brown)
The Amador County SELPA ensures access to special education and related services for all students with disabilities residing within Amador County. Beginning July 1, 2020, all SELPAs are required to submit a Board approved Local Plan, using the CDE-adopted templates. Due to the coronavirus pandemic, the deadline for Section B has been postponed to June 30, 2021; however, due to a local need to make revisions now, Section B is included.

8.4 Governance Handbook Revisions – Discussion/Action (President Ross)
The Governance Handbook was developed during the 2016-17 school year and adopted by the Board of Trustees on March 8, 2017. It was subsequently revised and approved by the Board on January 18, 2019. During this period of time, there was one superintendent for Amador County Public Schools. The recommended revisions reflect the current bifurcation of the school system and includes both local educational agencies, ACUSD and ACOE, and the two superintendents.

8.5 Resolution ACOE 19/20-021 Authorizing Amador County to Conduct the Election for Trustee Areas 4 and 5 – Discussion/Action (Dr. Russell)
Amador County Registrar of Votes (County) is preparing for the November 3, 2020 elections. The District has two Governing Board Member positions expiring. The positions are for Trustee Area 4 and Trustee Area 5. The County requires the District to prepare and pass a resolution authorizing the County to conduct the election.
8.6 Inclusive Early Education Expansion Grant – Discussion/Only (Mrs. Custodio)
The office of Dr. Russell, Superintendent of Amador County Office of Education (ACOE), has been
notified of a grant award totaling more than $600,000 from the California Department of Education
(CDE).

9.0 INFORMATIONAL ONLY
9.1 Personnel
  9.1a Personnel Items approved by COE Superintendent April 17, 2020
  9.1b Personnel Items approved by COE Superintendent May 1, 2020
  9.1c 2019-2020 Certificated Salary Schedule – 193 Days
  9.1d Job Description – Teacher on Special Assignment (TOSA)

10.0 REPORTS
  10.1 Report from Superintendent (Dr. Russell)
  10.2 Report and Remarks from Board Members

11.0 NEXT MEETING
  ACOE Regular Meeting: Wednesday, May 27, 2020 tentatively via Zoom. ACOE Board Meeting is
  immediately following ACUSD meeting.

12.0 ADJOURNMENT
  * The Amador County Office of Education complies with the Americans with Disabilities Act. Should you require
    special accommodations, or more information about accessibility, please contact the Superintendent’s Office by
    calling (209) 257-5330. All efforts will be made for reasonable accommodations.
  * Any writings or documents that are provided to the governing board in open session will be made available for
    public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue,
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/Government Code §54954.2/
MAY 13, 2020

AGENDA ITEM #:  5.1

SUBJECT:  
Mental Health Awareness Month Resolution No. 19/20-020

BACKGROUND INFORMATION:  
Mental Health Awareness Month was started in 1949 as a way of raising awareness about mental health and the crises that occur when we fail to address mental health concerns early and effectively through prevention, early intervention, and treatment.  Over the last 60+ years, the one-month observance has reached millions of individuals struggling with mental health issues of their own or of those they love.

Mental health conditions are a leading cause of disability in the United States and affect millions of children, adolescents, and adults in California. Mental illness includes such conditions as schizophrenia, depression, anxiety and post-traumatic stress disorders. Mental illness can negatively impact family life, personal happiness, acceptance of civic responsibility and completion of one’s education; 37% of students with a mental health condition, age 14 and older, drop out of school—the highest dropout rate of any disability group.

This resolution declares May 2020 as “Mental Health Awareness Month” for Amador County Unified School District.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends approval of this resolution declaring May as Mental Health Awareness Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY OFFICE OF EDUCATION
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACOE 19/20-020
RECOGNITION OF MENTAL HEALTH AWARENESS MONTH

WHEREAS, mental health is essential to everyone's overall health and well-being;

WHEREAS, behavioral health disorders, including major depression, schizophrenia, panic disorders, and obsessive-compulsive disorders affect many children and youth every year, indiscriminate of age, gender, race, ethnicity, religion or economic status;

WHEREAS, approximately 50 percent of students with a mental health condition 14 years or older drop out of school, the highest dropout rate for any disability group;

WHEREAS, a focus on prevention and early intervention efforts could greatly reduce the number of children experiencing serious mental health conditions;

WHEREAS, federal statistics show that one in 10 children has a serious mental health condition, but only a third will receive any care at all — with even fewer receiving appropriate care;

WHEREAS, children, youth and adults can recover from mental illness and lead full, productive lives in the community;

WHEREAS, since 1949, May has officially been recognized as Mental Health Awareness Month;

WHEREAS, each county office of education, school district, school, elected official, business, government agency, health-care provider, organization and citizen shares the burden of mental health issues and has a responsibility to promote mental wellness and support prevention efforts.

NOW, THEREFORE, BE IT RESOLVED, that the Amador County Office of Education, hereby declares May 2020 as Mental Health Awareness Month and thereby requests that each school recommit to increasing awareness and understanding of mental health, the steps our children, youth and adults can take to protect their mental health, and the need for appropriate and accessible services for all people, especially children and youth with mental health conditions.

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in the district.

Susan Ross  
President of the Board of Trustees

Kandi Thompson  
Clerk of the Board of Trustees
Minutes
AMADOR COUNTY OFFICE OF EDUCATION
BOARD OF TRUSTEES
Wednesday, April 22, 2020

IMMEDIATELY FOLLOWING ACUSD MEETING

Meeting Location: Remote meeting via Zoom.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and recorded audio will be available the following day on our website.

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To access the meeting online join the Zoom meeting via https://us02web.zoom.us/j/82429124456?pwd=b3FyQThtZEpiZlFoFzZFMzJmZjNBQT09
Meeting ID: 824 2912 4456
Password: 42220
To access the meeting via telephone dial +1 669 900 9128, dial Meeting ID: 82429124456#, dial Password: 42220#
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1.0 CALL TO ORDER 5:23PM

2.0 BOARD MEMBERS
[X] Susan Ross – Board President
[X] Kandi Thompson – Board Clerk
[X] Deborah Pulskamp
[X] James Marzano
[X] Janet White
[ ] Hailey Dacier – Student Board Member
[ ] Sophia Davis – Student Board Member

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|Government Code §54954.2|
3.0 Roll taken by the Secretary to the Governing Board

4.0 ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA
There were none.

5.0 PRESENTATION AND RECOGNITION

5.1 Resolution: ACOE 19/20-014 School Bus Driver’s Appreciation Day (Mr. Vicari)
Amador County Public Schools has an incredible transportation staff who cares deeply for the Safety and well-being of our students. Amador County Public School bus drivers work early and late each day to ensure our students arrive to and back home again. With such a large attendance area, Amador County bus drivers are incredibly efficient in their efforts to provide adequate transportation for our students. This resolution recognizes their exemplary efforts for all they do on behalf of our students and families.

Board Member Pulskamp commented on seeing county bus drivers waiting for students on her way to work and how patient they are.

Board Member Marzano moved to approve the resolution, and Board Clerk Thompson seconded the motion. The motion passed 5-0.

5.2 Resolution: ACOE 19/20-017 Day of the Teacher (Mr. Vicari)
This year’s Day of the Teacher is Wednesday, May 13th, and the Day of the Teachers’ theme is “California Teachers: Inspiring Generations, One Student at a Time”.

Board President Ross commented they are the most caring and dedicated group of teachers.

Board Clerk Thompson moved to approve the resolution, and Board Member Marzano seconded the motion. The motion passed 5-0.

5.3 Resolution: ACOE 19/20-018 National School Nurse Day – Wednesday, May 6, 2020 (Mr. Snider)
National School Nurse Day was established to foster a better understanding of the role of school nurses in the educational setting. School nurses optimize student health and learning every day of the year. On National School Nurse day, we take special time to celebrate and recognize the contributions that school nurses are making to the health and learning of our nation’s 50 million children.

Students in Amador County and across the country are able to fully access their education because of the interventions and actions performed by school nurses. School nurses promote learning by supporting the health of our students. National School nurse day is always the Wednesday of National Nurse Week. This year, we celebrate National School Nurse day on Wednesday, May 6.

Mr. Snider presented the resolution and said this is a companion item to recognize school nurses.

Board Member Pulskamp commented roles of school nurses is so important especially students with IEP’s.

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(Government Code §54954.2)
Board President Ross moved to approve the resolution, and Board Member Marzano seconded the motion. The motion passed 5-0.

6.0 PUBLIC COMMENTS
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There were none.

7.0 CONSENT AGENDA
The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website at www.amadorcoe.org.

Board Clerk Thompson moved to approve the consent agenda, and Board Member White seconded the motion. The motion passed 5-0.

7.1 Minutes
7.1a Board Meeting – March 11, 2020

7.2 Business (Mr. Critchfield)
7.2a Warrants issued between March 6, 2020 – March 27, 2020 $427,295.42
7.2b Warrants issued between April 3, 2020 – April 9, 2020 $191,131.84

7.3 Educational Services (Mr. Snider)
7.3a Williams Act Quarterly Report for January – March 2020

8.0 DISCUSSION/ACTION ITEMS
Public comments regarding Discussion/Action Items will be addressed during the Discussion/Action agenda items. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk.

8.1 Setting the Salary of the County Office Superintendent, Board Subcommittee Report – Discussion/Action (Susan Ross, Board President)
Per the California Constitution, Article IX, Section 3.1 (b), the County Board of Education fixes the salary of the County Superintendent. This is continued from agenda item 7.2 from 2-12-2020 Board meeting.

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits. [Government Code §54954.2]
Superintendent Russell asked the ACOE Board of Trustees to increase his County Superintendent salary from $38,500/year to $101,034/year (Director salary) with full benefits. As a result he will oversee the moderate-severe special education program and asks that those duties be included in his role as County Superintendent. He would then resign from his ACOE mild-moderate credentialed special education teaching position and give up the second full health benefit package he was given as County Superintendent. He would also relinquish his role as SELPA Director. Superintendent Russell contends that this would be a cost savings to ACOE as he would not need to fill the currently vacant full time ACOE Assistant Superintendent of Special Education position, previously held by Mitzi Faulkner, at a much higher salary.

Board President Ross presented this agenda item and that it was agenda item 7.2 of county board meeting of 2-12-2020, and a sub-committee was developed. This is a report from the sub-committee.

Board Member Pulskamp read report of sub-committee. She commented that they had interviewed other people and also contacted legal for an opinion. Legal opinion does not support additional duties as a elected official and this was not legal. Board sub-committee remains as status quo.

Board Member Marzano question on why is Superintendent Russell receiving two medical packages? Board President Ross commented this is required by law.
Board Member Marzano commented how this is cost savings.

Superintendent Russell commented it is not typical for a superintendent to have a second job all of them are full time. He commented when he was given a very small percentage of the county superintendent salary the question was asked. He said Jared actually asked about benefits if you have a position that you have already have benefits and he already pays a certain amount of this. Dr. Russell clarified I was suggesting that Susan read if I were to have one job instead of two jobs.. Then he wouldn’t be given two medical packages. Does that answer your question?

Board Member Marzano commented “No”. He replied if you are paying two times for one thing that does not make sense to me.

Superintendent Russell commented, I just have two jobs.

Board Member Pulskamp commented they both come with health insurance.

Board Member Marzano asked if this is typical and that he was just trying to think of cost savings.

Superintendent Russell commented it would be if he had one full time job. He is the only one of 58 superintendent’s in California whose position is not full time.

Board Clerk commented she thought that was not true. She talked about when the sub-committee was doing their search on salary and looking at other single school districts. She stated we are very unique in our county in that our county office of education Superintendent oversees one district. There are 7 of those in the state. The other 51 county office of education, superintendents oversee multiple districts. She mention that in a single district districts, the job of the county superintendent would be about 10% of the district superintendent position time wise and also not a full time position.

Superintendent Russell commented he has a $14 million budget and you pay me less that my administrative assistant makes.

Board Clerk Thompson commented the board are not the ones who designed the single district model.

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Government Code §54954.2
This has been the practice in this school district. She had talked to other single districts about combine roles. She had asked how much time they spend on their county office role compared to their district role. The county office Position would be less time and she thought Superintendent Russell current salary is sufficient. She said while he was elected, he assumed the role when he began as the County Office Superintendent.

Board Clerk Thompson commented unfortunately the role is not a full time position.

Board Member Pulskamp commented she would like board to get back on track. The recommendation of the sub-committee is that we cannot legally give Dr. Russell duties that was not part of what he was elected for. Since we cannot assign him extra duties, we are not recommending this specific proposed to the duties with salary based on a legal opinion that sub-committee received.

Board Member Marzano commented he was unaware Superintendent Russell was getting two medical packages.

Board Clerk Thompson moved to approve sub-committee recommendation report, and Board Member Marzano seconded the motion. The motion passed 5-0.

8.2 2020-21 TRAN Resolution ACOE 19/20-016 – Amador County Office of Education Tax Revenue Anticipation Note Resolution – Discussion/Action (Mr. Critchfield)

Mr. Critchfield presented this resolution. He expressed this is a cash disbursement of up to $1.5 million. In a situation where 53% of our operating expenses cash comes from property tax which comes twice a year. He expressed the difficulty to have cash on hand and that is more important now going through COVID-19. He also expressed how important it is now to have cash. Interest on this if county office pulls the $1.5 million will be around $45,000. His recommendation is to move forward with this resolution.

Board Clerk Thompson had question on what they are doing on the interim budget and had concern approving anything that is going to cost $45,000. She expressed concern if transfer does not go through. Mr. Critchfield commented it would be a cost in next year’s budget. He also commented they have used this company for years. Board Clerk Thompson commented she still had concern approving this and with the unknown if transfer will go through.

Mr. Critchfield recommends the Board approve this resolution. He also commented to bring to the board a presentation for June for final approval before we execute the loan on the Tran.

Board Member Pulskamp moved to approve the 2021 Tran resolution to apply for the Tran resolution with the expectation that further approval will be required of the board before we execute the Tran, and Board Clerk Thompson seconded the motion. The motion passed 5-0.

Tracy Hinman Resource Teacher at Argonaut High School, asked on the affect upon the ACOE budget in regard to the transfer and if the transfer does not happen. Mr. Critchfield commented the biggest impact would be on the reserve. In the second interim budget we moved forward as if the mild-moderate program and the administrative unit were both moving to the district side. He commented on multi-year projection, county office expenses going from $12 million down to $6 million next year and the district is sending $6 million to county side to support special education programs. He expressed our district is unique in being a single school district. Superintendent Russell commented the cost of special education is the same whether it is district or county. It is just the reserve that is the issue.

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Government Code §54954.2
Board Member Pulskamp made motion to approve, and Board Member White seconded the motion. The motion passed 5-0.

8.3 Resolution ACOE 19/20-019, approval for ACOE designees to apply to California Governor’s Office of Emergency Services (Cal OES) for COVID-19 disaster relief fund. – Discussion/Action (Mr. Critchfield)

County office personnel is in the application process to the California Governor’s Office of Emergency Services (Cal OES) for the FEMA COVID-19 virus relief fund. The Board is required to authorize County personnel to act on its behalf to finalize this application.

Mr. Critchfield presented this resolution. This is an opportunity for the county office and this provides Dr. Russell and I to apply for a relief fund. This relief won’t be as much as the district but they are hoping to recuperate between $5,000 to $10,000 or maybe more.

Board Member Pulskamp made motion to approve, and Board Member White seconded the motion. The motion passed 5-0.

9.0 INFORMATIONAL ONLY
9.1 Personnel
   9.1a Personnel Items approved by COE Superintendent February 26, 2020
   9.1b Personnel Items approved by COE Superintendent March 13, 2020
   9.1c Personnel Items approved by COE Superintendent March 20, 2020
   9.1d Personnel Items approved by COE Superintendent March 27, 2020
   9.1e Personnel Items approved by COE Superintendent April 3, 2020

10.0 REPORTS
10.1 Report from Superintendent (Dr. Russell)

Superintendent Russell reported he continues to visit schools and checking where they are delivering lunches. He expressed how impressed he is with every site and every person who works at each site. He talked about Regina Helmer, Foster Coordinator, is working very hard to make sure families get the resources they need. He talked about how some students are having trouble getting internet. He has been going to their houses and delivering assignments to them and the challenges. He reported on how he was contacted by a group of parents who were interested in creating district in Ione area. He has contacted CDE for guidance and that was one of his roles as county superintendent.

10.2 Report and Remarks from Board Members

Board Member Pulskamp reported out on special education transfer and that she is supporting this and her continued support is not against Dr. Russell. She is waiting for decision from CDE. Dr. Russell commented about special education transfer. The reason on hold is times lines dates and a complaint filed. He called CDE and talked and had a discussion and he does not think the transfer can move forward. He talked about parts being violated. He also commented that no board member has ever contacted him over this. He expressed that Dr. Slavensky has received information and that no direction was given and he was not on that call. He also mentioned that he did communicate with Dr. Slavensky and Board and received nothing back.

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Government Code §54954.2
Board Member Pulskamp commented she thanked Dr. Russell for clarifying and very concern over transfer and that it would get held up for a year and also budget problems.

Board Member Marzano commented he felt like a “crappy board member.”

Board President Ross commented she would encouraged him to meet with Dr. Russell.

Board Member Marzano commented can Dr. Russell provide in a manner why he is not relinquishing one of his medical packages?

Board Clerk Thompson commented he does not have the authority to stop the transfer and moving forward with this is in the best interest until we are advised by Department of Education.

Board President Ross commented it is Board’s responsibility to see that district and county must work together.

11.0 **NEXT MEETING**
ACOE Regular Meeting: Wednesday, May 13, 2020, tentatively via Zoom. **ACOE Board Meeting is immediately following ACUSD meeting.**

12.0 **ADJOURNMENT** 6:30PM
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Payroll 4/1/2020-4/30/2020: 770,809.42

WARRANTS

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If there are any questions regarding any of the payments, please contact Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
May 13, 2020

AGENDA ITEM #: 8.1

SUBJECT: California School Board Association (CSBA) Board Policy Update – Discussion/Action

BACKGROUND INFORMATION:
CSBA provides multiple policy update packets each fiscal year. The policy presented for updating at this time is in the area of Educational Services. The descriptions summarize the changes made to each policy. It is recommended that districts review the materials and modify their policies accordingly.

BP 6142.4 – Service Learning- Community Service Classes (BP revised)
Policy updated to add language allowing the community service hour requirement for graduation to be waived in extreme or emergency circumstances (such as COVID-19).

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board approve the Board Policy update.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
The Board of Trustees recognizes that student involvement in community service enhances academic outcomes, helps students develop the skills and knowledge necessary to become informed and responsible citizens, and aids in individual career development. The district shall offer separate community service classes and/or service learning opportunities that are integrated into other courses. Such classes and activities shall be designed to link academic content, practical skills, and meaningful service contributions to the community.

(cf. 1020 - Youth Services)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6178.1 - Work-Based Learning)

Service Learning

The Superintendent or designee may integrate service learning opportunities into one or more courses at appropriate grade levels.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall involve administrators, students, teachers, parents/guardians, and community members in the development, implementation, and evaluation of the district's service learning program. He/she shall also collaborate with local public agencies and nonprofit organizations to identify and develop service learning opportunities that meet educational and civic learning objectives, align with state and local academic standards, and address the needs of the community.

(cf. 1600 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

Community service classes shall be offered on a "credit/no credit" basis.

The Superintendent or designee may provide the Board with regular reports on the district's progress in meeting its goals for service learning.

(cf. 6190 - Evaluation of the Instructional Program)
Community Service Classes

The district may offer community service classes in any of grades 7-12 and/or through the district's adult education program. Such classes shall be designed to:

1. Acquaint students with the historical basis for volunteer service, its importance and relevance, and its connection to a wide range of identified school and community needs

2. Include volunteer opportunities that support and strengthen students' understanding of the academic instruction and how it relates to their community

3. Contribute to the physical, mental, moral, economic, and/or civic development of students

4. Provide students with an awareness of potential careers

The district's community service course shall be required for high school graduation. On a case-by-case basis, the Superintendent or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks. In extreme or emergency circumstances, the Superintendent or his/her designee may waive this graduation requirement.

Transportation to the community service site shall be the student's responsibility except for cases in which the law requires the district to provide transportation.

Notifications

Parents/guardians shall receive information about service learning and any community service opportunities offered by the district and the benefits of such activities to the community and the student. The district shall ask parents/guardians to acknowledge this information and provide consent before their child participates in any off-campus service activities.

Legal Reference:
EDUCATION CODE
233.5  Teaching of principles
Authority of governing boards

Broad authority of school districts

Cesar Chavez Day of Service and Learning

Areas of study, grades 1-6

Areas of study, grades 7-12

Independent study

Community service classes

UNITED STATES CODE, TITLE 42

National and Community Service Trust Act of 1993

COURT DECISIONS


Management Resources:

WEB SITES

CSBA:  http://www.csba.org

California Department of Education, Service Learning:  http://www.cde.ca.gov

Corporation for National and Community Service:  http://www.nationalservice.gov

National Service Learning Clearinghouse:  http://www.servicelearning.org

Policy  AMADOR COUNTY UNIFIED SCHOOL DISTRICT

adopted:  May 9, 2018  Jackson, California
AGENDA ITEM #: 8.2

SUBJECT:
2019-2020 Special Education Local Plan Area (SELPA) Local Plan Amendment – Discussion/Action

BACKGROUND INFORMATION:
Prior to 1997, the Amador County Unified School District (ACUSD) and the Amador County Office of Education (ACOE) were part of a tri-county SELPA with Calaveras County and Tuolumne County. In 1997, a decision was made whereby ACUSD and ACOE formed their own SELPA. At the same time, a decision was made for ACOE to be the local educational agency (LEA) responsible for the SELPA Administrative Unit (AU) and provide all special education services and supports for all Amador County Public Schools students with disabilities. On February 12, 2020, the ACUSD and SELPA Boards unanimously approved the recommendation of the Special Education Study Team/Transfer Committee for the District to plan and support the negotiations process with labor leaders for the transfer of the AU, the Transportation Department, and all classified and administrative staff to the mild-moderate Special Education services and program from the ACOE to the ACUSD, effective July 1, 2020. Also, on February 12, 2020, the ACUSD and SELPA Boards approved the recommendation of the Special Education Study Team/Transfer Committee for the District to plan and support the negotiations process with labor leaders for the transfer of all mild-moderate credentialed teachers from the ACOE to the ACUSD effective no later than October 31, 2020. The proposed amendments to the SELPA Local Plan are related to these Board actions and to the composition of the SELPA Governing Board. It is understood that the Amador County Public Schools elected Board of Trustees currently serves as three separate boards: the ACOE Board, the ACUSD Board, and the SELPA Board. Additionally, all special education discussion/action items have historically been agendized on ACOE and ACUSD Board of Trustees meeting agendas. It is common and best practice throughout the state for SELPA governing boards to be composed of the superintendents and other administrators of the member LEAs of the SELPA.

FISCAL IMPLICATIONS:
The fiscal implications are positive as reported to the Board of Trustees in the 2nd Interim Budget Report on March 11, 2020.

RECOMMENDATION:
The Superintendent recommends that the Board of Trustees approve the 2019-2020 Amador County SELPA Local Plan amendment.

PRESENTED BY:
Kathryn Brown, Director of Special Education
Amador County Office of Education
Special Education Local Plan Area
Local Education Agency (LEA)

Local Plan

Approved by the ACOE SELPA Board on November 20, 2019

Updated 4/27/2020 & approved by Board on ________

Amador County Office of Education 217 Rex Avenue Jackson, California 95642
Table of Contents

PART B
GOVERNANCE ................................................................................................. 4
LOCAL EDUCATION AGENCY (LEA) ASSURANCES........................................ 5
RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS .......... 9
PROGRAM TRANSFER POLICY ........................................................................ 16
DISTRIBUTION OF FEDERAL AND STATE FUNDS ........................................ 20
COMMUNITY ADVISORY COMMITTEE ........................................................... 20
AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN ........ 21
SELPA CHARTER SCHOOL POLICY ............................................................... 22
PUBLIC PARTICIPATION POLICY ................................................................... 24

PART D
ANNUAL BUDGET PLAN ..............................................................................

PART E
ANNUAL SERVICE PLAN ............................................................................

ATTACHMENTS ............................................................................................

19
2017-2020 LOCAL PLAN STAKEHOLDER GROUP
Barbara Magpusao, Elementary Principal
Jeni DeWalt, Elementary Principal
Mitzi Faulkner, Assistant Superintendent, Special Education/SELPA
Sarah Marohl, Program Specialist/Behavior
Stacey Herrera, Program Specialist/School Psychologist
Christina Bianchi, Program Specialist/School Psychologist
Sue Otto, Special Education Elementary Teacher
Kelli Sanders, Special Education Elementary Teacher
Haley May, Special Education Secondary Teacher
Leslie Conner, General Education Elementary Teacher
Tracy Morrall, Speech and Language Pathologist
Nina Machado, First Five Director, CAC
Amy Roussan, Parent, CAC

2020-2023 LOCAL PLAN STAKEHOLDER GROUP
The following individuals were invited to assist in the development of the plan by reviewing and giving feedback.

Amy Roussan, Parent, CAC
Megan Mathison, Special Education Instructional Assistant
Sue Otto, Special Education Elementary Teacher
Ambren Neville, Special Education Elementary Teacher
Kelli Sanders, Special Education Junior High Teacher
Tracy Hinman, Special Education High School Teacher
Paula Romo, General Education Elementary Teacher
Shannon Clark, General Education High School Teacher
Sinead Klement, General Education Secondary TOSA
Tracy Mornall, Speech and Language Pathologist
Barbara Magpusao, Elementary Principal
Jeni DeWalt, Elementary Principal
Andrew Gardner, Junior High School Principal
Troy Gassaway, High School Principal
Stacey Herrera, School Psychologist
Christina Bianchi, Program Specialist/School Psychologist
Lisa Shaw, Program Specialist/School Psychologist
Nina Machado, Director of Amador First Five
Kathryn Brown, Director of Special Education

AMADOR COUNTY OFFICE OF EDUCATION SPECIAL EDUCATION LOCAL PLAN AREA
(SELPA)
LOCAL EDUCATION AGENCY (LEA)

GOVERNANCE

Amador County Office of Education 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).

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

(a)(12)(D)(f) 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).

GOVERNING BODY 20 USC§ 1412 (a) (13) Amador County Office of Education 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 Office of Education Special Education Local Plan Area (ACOE SELPA) shall submit to the State Superintendent County Office and to its Governing Board of Trustees, the ACUSD Board of Trustees, the Amador County SELPA Governing Board a local plan for the education of all individuals with exceptional needs. The governing body of the Amador County ACOE SELPA shall be comprised of the Amador County Office of Education Board of Trustees. Amador County (AC) SELPA Governing Board.

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

- Amador County Office of Education (ACOE) Superintendent,
- Amador County Unified School District (ACUSD) Superintendent,
- SELPA Director,
- Assistant Superintendent of Business Services/Chief Business Official
- Assistant Superintendent of Human Resources of Educational Services or ACOE Director of Special Education

RESPONSIBILITIES OF ACOE AMADOR COUNTY SELPA GOVERNING BOARD
MEMBERS

The Amador County Office of Education 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 ACOE Amador County SELPA Local Plan for Special Education.

4. Participate collaboratively in the governance and administration of the ACOE Amador County SELPA and the Amador County SELPA Local Plan, through its designated representative, the ACOE Special Education Director/SELPA Director. The ACOE-Amador County Special Education Director/SELPA Director has the authority to act as the Board designee to approve and amend procedures as necessary, 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 ACOE Amador County SELPA, pursuant to EC 56195, has the responsibility to adopt a plan in EC 56200 to assure to special education and services for all eligible individuals with disabilities residing in the geographic area served by ACOE Amador County SELPA.

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS 56205 (a) (12) (D) (ii) and 56205(a)(12)(A) ACOE is designated as the Administrative Unit (AU) for the ACOE-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.

LOCAL EDUCATION AGENCY (LEA) ASSURANCES

These are the 28 assurances by law that the Local Educational Agency shall adhere to as a member of the Amador County SELPA:

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) 20 United Stated Code (USC)§ 1412 (a) (1) It shall be the policy of each LEA member that a free appropriate public education is available to all children residing in the LEA Amador County between the ages of three and twenty-one inclusive, including children with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY 20 USC§ 1412 (a) (2) It shall be the policy of each LEA that all pupils with disabilities have access to educational programs, nonacademic programs and services available to non-disabled pupils.

3. CHILD FIND 20 USC§ 1412 (a) (3) It shall be the policy of the LEA’s that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) 20 § 1412 (a) (4) It shall be the policy of each LEA that an Individualized Educational Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability who requires special education and related services in order to benefit from his/her educational program. It shall be the policy of each LEA that a review of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT 20 USC§ 1412 (a) (5)
It shall be the policy of this each 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 educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS 20 USC§ 1412 (a) (6)
It shall be the policy of this 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) (see appendix A for Procedural Safeguards).

7. EVALUATIONS 20 USC§ 1412 (a) (7)
It shall be the policy of this each LEA reassessment of a student with a disability shall be conducted once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY 20 USC§ 1412 (a) (8)
It shall be the policy of the LEA's 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 (FERPA).

9. PART C TRANSITION 20 USC§ 1412 (a) (9)
It shall be the policy of this 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 shall be smooth, timely and effective for the child and the family EC 56205(b)(3).

10. PRIVATE SCHOOLS20 USC§ 1412 (a) (10)
It shall be the policy of this each LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES 20 USC§ 1412 (a) (11)
It shall be the policy of this each LEA

1) that the local plan shall be adopted by the appropriate local district boards and is the basis for the operation and administration of special education programs; and
2) that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, Part 30.
12. INTERAGENCY 20 USC§ 1412 (a) (12)
It shall be the policy of this 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).

13. GOVERNANCE 20 USC§ 1412 (a) (13)
The LEA’s shall 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 Educational Agency.

14. PERSONNEL QUALIFICATIONS 20 USC§ 1412 (a) (14)
Personnel providing special education related services meet requirements as defined under federal and state law, including those personnel have the content knowledge and skills to serve children with disabilities. This assurance 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 qualified to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. PERFORMANCE GOALS AND INDICATORS 20 USC§ 1412 (a) (15)
Comply with the requirement of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS 20 USC§ 1412 (a) (16)
It shall be the policy of this each LEA that all students with disabilities shall participate in state and district-wide assessment programs. The team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS 20 USC§ 1412 (a) (17)
It shall be the policy of this each LEA to provide assurances that funds received by Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT 20 USC§ 1412 (a) (18)
It shall be the policy of this each 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 law and regulations.

19. PUBLIC PARTICIPATION 20 USC§ 1412 (a) (19)
It shall be the policy of this each LEA that public hearings, adequate notice of the hearings, and an
opportunity for comment available to the general public, including individuals with disabilities 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 IDEA.

20. RULES OF CONSTRUCTION 20 USC § 1412 (a) (20)
(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL 20 USC § 1412 (a) (21) (Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a) (22)
The LRE 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.

23. ACCESS TO INSTRUCTIONAL MATERIALS 20 USC § 1412 (a) (23)
It shall be the policy of the LEA that instructional materials for students who are blind, visually impaired or who have other print disabilities will be provided in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVER IDENTIFICATION AND DISPROPORTIONALITY 20 USC § 1412 (a) (24)
It shall be the policy of the LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities. It shall be the policy of the LEA to address and reduce over identification of students receiving special education services.

25. PROHIBITION ON MANDATORY MEDICATION 20 USC § 1412 (a) (25)
It shall be the policy of this the LEAs that school personnel are prohibited 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.

26. DISTRIBUTION OF FUNDS 20 USC § 1411 (E) (F) (1-3)
(Federal Requirement of State Agency only)

27. DATA 20 USC § 1418 (a-d)
It shall be the policy of this the LEAs to provide data or information to the CDE as required by regulations.

28. READING LITERACY (State Board requirement, 2/99) It shall be the policy of this the LEAs that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative daily reading and writing instruction that is research-based,
evidenced-based, and designed to meet individual students’ learning needs as determined by diagnostic and interim assessments.

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

It shall be the policy of this 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 form from a similar request made by a school district.

**RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS E.C. 56205 (a)**

**SELPA STAFF 56205 (a)(12)(D)(i), 56205(a)(12)(0)(ii)(l)** The ACUSD School Board—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 ACOE Governing Board Amador County SELPA Governing Board approves the staffing recommendations of the SELPA.

The SELPA Director, in conjunction with the ACUSD Personnel Director Assistant Superintendent of Human Resources and the hiring manager (usually the school principal) shall use a consistent selection process for hiring and staffing. The 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 of the LEA shall be responsible for the moderate to severe special education programs operated by the SELPA and for implementing all requirements of the Local Plan. The ACUSD Superintendent shall be responsible for the mild to moderate special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

**ASSISTANT SUPERINTENDENT, DIRECTOR OF SPECIAL EDUCATION/SELPA** The Assistant Superintendent, Director of Special Education/SELPA (SELPA Director), under the supervision of employed by the County Superintendent, is responsible for the coordination of all special education services and programs within ACOE 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 SELPA Director shall plan, organize, control and direct the regionalized services through the development and implementation of education programs that prevent academic failure of students at risk through specific intervention models; plan organize and administrate the Special Education Local Plan Area (SELPA) functions in accordance with applicable laws and regulations; supervise and evaluate and/or assign a designee to evaluate the performance of assigned personnel to include the Program Coordinator(s) of Special Education, School Psychologists, Teachers, Designated Instructional Service Personnel, Instructional Assistants, and Secretaries.

The SELPA Director shall serve on behalf of the LEAs and implement the Local Plan including the essential functions:

A) Leadership and Management

1. Provides overall management direction in the planning of the Special Education Services program objectives and implementation of general guidelines for individuals responsible for special education and related psychological services.
2. Submits grant applications, forms for funding and reimbursements, as well as respond to state and federal surveys and required data compilation reports.
3. Develops and maintains overall supervision of the program components of the budget.
4. Reviews program, budget, and staffing plans to assure conformance with the local, State and federal objectives.
5. Develops, implements and evaluates the policies and procedures related to Special Education Services.
6. Administers and implements the Amador County SELPA Local Plan.
7. Develop and monitor regional interagency agreements.
8. Negotiates and implements contract with Non-Public Schools and Agencies where appropriate.
9. Plans for continuous evaluation and improvement of the curriculum and instructional program services provided by special education.
10. Supervises the Special Education Self Review (SES-R) process related to special education services.
11. Supervises Community Advisory Committee activities with parent groups, and provides recommendations for membership.
12. Represents and/or advises the District in mediation/due process hearings, complaints and 504 investigations. Assumes statewide liaison with the California Department of Education and professional organizations.
13. Develops the Annual Service Plan and the Annual Budget Plan as part of the Local Plan which is submitted for approval to the County Office, and the ACUSD, ACOE and SELPA Governing Boards. For approval by the ACOE Superintendent and Amador County SELPA Governing Board.
B) Personnel Administration and Management

1. Work with the Personnel Office to organize the screening selection process for certificated and classified personnel.
2. Supervise and delegate responsibilities for the evaluation of employees, per contract.
3. Directly evaluate performance of Program Specialist(s) of Special Education, Psychologists and DIS staff.
4. Serve as a member of the Amador Leadership Team.
5. Serve as a member of the Superintendent's Cabinet.

C) Public Relations and Communication

1. Complies and disseminates information on all programs to parents, public and private agencies as needed.
2. Is highly visible throughout the educational community of Amador County.
3. Keeps the Amador County Office of Education Superintendent informed and up-to-date on respective county matters.
4. Provides effective communication with all staff members, as well as district administrators in regards to role/responsibilities in 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.

SPECIAL EDUCATION DIRECTOR/ASSISTANT SUPERINTENDENT The Director of Special Education or designee provides leadership, coordination, and oversight to special education programs under his/her jurisdiction. The Director is responsible to the Amador County Office of Education Assistant Superintendent Special Education/SELPA. The Director exercises direct supervision over personnel assigned to his/her agency. The primary responsibilities for the Director of Special Education are:

1. Assisting in providing overall management direction in the planning of the Special Education Services program objectives and general guidelines for individuals responsible for special education services.
2. Facilitating IEP meetings or appointing administrative designee when necessary.
3. Developing and maintaining overall supervision of the special education budget.
4. Responding to specific emergencies involving transportation, student discipline, etc.
5. Establishing and/or monitoring class lists including ongoing inter and intra-county placements, as well as students exited from programs.
6. Facilitating implementation of services for students placed within programs outside of Amador County, i.e. Non-Public Schools and Licensed Children's Institutions.
7. Directing the Psychologists and assessment staff in terms of assessments, curriculum, teaching
strategies, and behavioral management systems utilized in the classroom;
8. Establishing regular special education staff meetings; provides assistance with ordering supplies;
arranges for staff development; and handles individual problems as they occur.
9. Providing mentoring and support that procedures, rules and regulations of state and federal
mandates are being followed and communicates areas of non-compliance with appropriate staff, the
Superintendent, and the SELPA Director.
10. Assuring that confidential records of students with exceptional needs are maintained.
11. Directing the Special Education Nurses in implementing mandated services to special education
students. Monitoring completion of necessary reports and implementation of procedures. Promoting the
utilization of the Nurse as a health consultant.
13. Serving as staff to the governing body of the county and district.
14. Assisting in the establishment and implementation of uniform standards and procedures for
organization, clerical practices, and performance of functions of the staff assigned to the Department;
including all special education programs.
15. Review and evaluate expulsion cases involving students with special education needs for due
process prior to Board review and action.
16. Assuming ongoing liaison responsibilities between California Children's Services, Amador County
Mental 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.
17. Participating in the screening and selection process for certificated and classified personnel.
18. Supervising employees as assigned. Directly evaluating performance of administrative;
assessment, support and classroom staff as assigned.
19. Keeping the governing body informed on matters of importance.
20. Communicating with principals and vice-principals on matters of program and compliance.

Director, Special Education/SELPA
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.
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 (SESР), Federal Program Monitoring (FPM), and Performance Indicator Review (PIR) processes related to Special Education.
13. Plans and supervises Community Advisory Committee (CAC) activities with parent groups, and provides recommendations for membership.
14. Represents and/or advises the District in mediation/due process hearings, complaints and Section 504 investigations.
15. Assumes statewide liaison role with the California Department of Education and related professional organizations.
16. Develops the Amador County SELPA Local Plan and Annual Service Plan for approval by the Amador County SELPA Board and the ACOE and ACUSD Boards of Trustees.

**Personnel Administration and Management**
1. Works with the Human Resources Office to organize the screening and selection process for certificated and classified personnel who serve District students with disabilities.
2. Supervises and delegates responsibilities for the evaluation of employees, per contract.
3. Directly supervises and evaluates assigned personnel.
4. Serves as a member of the ACUSD Superintendent’s Cabinet.

**Public Relations and Communications**
1. Compiles and disseminates information on all programs to parents, and public and private agencies as needed.
2. Prepares and provides regular reports to the Amador County SELPA Board and the ACUSD Board of Trustees regarding Special Education programs and requirements.
3. Is highly visible and participatory throughout the educational community in Amador County.
4. Effectively communicates with all staff members and District administrators regarding the roles and responsibilities of Special Education.
5. Assumes ongoing liaison responsibilities between California Children's Services, Amador County Behavioral Health, Amador County Social Services, Amador County Public Health Department, Amador County Probation, Department of Rehabilitation, Valley Mountain Regional Center, Head Start, and other appropriate agencies.

GENERAL QUALIFICATIONS:
Knowledge and demonstration of:
1. Planning, organization and direction of Special Education programs.
2. Applicable laws, codes, regulations, policies and procedures related to Special Education, General Education and other assigned areas.
3. Policies, goals and objectives of the Special Education program.
4. Policies and objectives of SELPA programs and activities.
5. State, local and regional resources.
6. Intervention, MTSS, and inclusive models.
7. Principles and practices of administration, supervision and training.
8. Interpersonal and written/verbal communication skills using tact, patience, respect and courtesy.
10. Interagency requirements and regulations.
11. Screening and interviewing processes and procedures.

Ability to:
1. Plan, organize and administer a Special Education/SELPA program in accordance with applicable laws and regulations.
2. Supervise the performance of assigned personnel.
3. Collaborate and communicate effectively with a wide variety of professional staff members and community members.
4. Interpret, apply and explain rules, regulations, policies and procedures.
5. Meet schedules and timelines.
6. Prepare comprehensive narrative and statistical reports.

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

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

Participating agencies may enter into additional contractual arrangements with the ACOE 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 ACOE 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 literacy research, state adopted standards and framework, increased participation of students with disabilities in state wide assessment and research based reading strategies. Further, students with disabilities will have access to all core curriculum. EC 56205 (b)(2) A description of the regionalized operations and services listed in Section and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.

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

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

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

1. Provide assistance to the Special Education Director and Coordinator, and support to special education staff in implementing, evaluating and revising behavior intervention plans; conducting behavior analysis and develops positive behavior interventions and intervention plans for students receiving special education services.

2. Serve as administrator at IEPs as follows:
   a. 30 days Special Day Class placements;
   b. Change of placement;
   c. Triennials and annual IEPs for Special Day Class students; and
   d. IEPs held for special purposed 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 schedules, utilizing appropriate curriculum and instructional materials and methodology; and following
SELPA and ACOE policies and procedures:
4. Observe, consult and assist Special Day Class teachers, Designated Instructional Service personnel and other specialists.
5. Participate in meetings and conferences as the program representative or designee as assigned by the Special Education Director or Coordinator.
6. Generate and return phone calls regarding student issues.
7. Provides to district staff, parents and others: consultation, resource information, training and materials regarding positive behavior intervention and implementation behavior management procedures; including demonstration of non-aversive interventions;
8. Coordinate full inclusion students/aides.
9. Keep the SELPA and Special Education Director informed and up to date on respective county matters.
10. Evaluate classified personnel.
11. Work closely with Psychologists regarding referral process, assessments and behavior planning and management systems.
12. Participate in screening and selection process for certificated and classified personnel.
13. Act as a behavior intervention case manager:
   a. Participates in IEP meetings for students who have had a functional analysis assessment or a functional behavioral assessment;
   b. Makes recommendations for the development of a positive behavioral intervention plan;
   c. Demonstrates and performs appropriate interventions with individual students as needed;
   d. Assists and supervises the implementation, evaluation and revisions of behavioral intervention plans;
   e. Assist in reviewing and/or modifying a students' program, placement or services;
   f. Monitors students' behavior progress on a regular basis;
   g. Shares and demonstrates knowledge of behavior intervention, positive discipline techniques and effective practices with parents and school personnel;
   h. Reviews with others program effectiveness and consults and assists in the revision of programs when changes are necessary;
   i. Works cooperatively with psychologists, program specialists, and others to ensure that functional analysis assessments and functional behavioral assessments are completed and used in developing behavior intervention plans;
   j. Prepares written reports and maintains appropriate files and records on each student;
   k. Services as a liaison and consultant to other professionals, appropriate agencies and the community;
   l. Collects and analyzes data and designs and monitors programs;
   m. Provides training to support staff in implementation of behavior support plans and data collection; and
n: Develops materials and data collection sheets needed by support staff to implement students' programs and monitors progress.

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 supersedes the implementation, evaluation, and revisions of behavioral intervention plans Assist in reviewing and/or modifying a student’s program, placement, or services through the IEP process
e. Demonstrate and assist teachers in monitoring students’ behavioral progress
f. Share and demonstrate knowledge of behavior interventions, positive discipline techniques and effective practices with parents and school personnel
g. Review with others program effectiveness and consult/assist in the revision of programs when changes are necessary
h. Work cooperatively with School Psychologists, Program Specialists, and others to ensure that functional analysis assessments and functional behavioral assessments are completed and used in developing behavior intervention plans
i. Demonstrate and assist teachers in preparing written reports and maintaining appropriate files and records on students with behavior intention plans
j. Serve as a liaison and consultant to other professionals, appropriate agencies and the community
k. Collect and analyze data to design and monitor program improvement and student progress
l. Provide training to teachers and support staff in data collection, the implementation of behavior support plans, and progress monitoring

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

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

1. Provide assistance to the Special Education Director and Coordinator, and support to special education staff:
2. Serve as administrative at IEPs as follows:
   a. 30 days Special Day Class placements;
   b. Change of placement;
   c. Triennials and annual IEPs for Special Day Class students; and
   d. IEPs held for special purposed 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 schedules, utilizing appropriate curriculum and instructional materials and methodology, and following SELPA and ACOE policies and procedures:
4. Observe, consult and assist Special Day Class teachers, Designated Instructional Service personnel and other specialists.
5. Participate in meetings and conferences as the program representative or designee as assigned by the Special Education Director or Coordinator.
6. Generate and return phone calls regarding student issues.
7. Provides to district staff, parents and others: consultation, resource information, training and materials regarding positive behavior intervention and implementation behavior management procedures; including demonstration of on-physical, non-aversive interventions;
8. Coordinate full inclusion students/aides.
9. Keep the SELPA and Special Education Director informed and up to date on respective county matters.
10. Evaluate classified personnel.
11. Work closely with Psychologists regarding referral process, assessments and behavior planning and management systems. 12. Participate in screening and selection process for certificated and classified personnel:

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:

1. 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.
2. Process referrals approved by the School Principal and conduct legally mandated assessments for students from birth (0) to 22 years old.
3. 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.
4. 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.
5. Provide individual and group counseling of students, as determined by the IEP.
6. Provide consultative services to General Education and Special Education administrators, teachers, support staff, and parents.
7. Perform the following administrative/management related duties and responsibilities:
   a. Attend IEP/IFSP meetings as Psychologist or Administrative Designee for Resource Program, Special Day Class, Infant Program, Preschool Program
   b. Gather pre-placement information to be shared with IEP initial assessment team
   c. Develop and/or monitor discipline procedures, behavior management programs and behavior plans
   d. Provide case management of emotionally disturbed students
   e. 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.
   f. Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.
   g. 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 TRANSFER POLICY

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 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 unanimous majority vote of the SELPA Governing Board, it may not be implemented any earlier than the first day of the second fiscal year beginning after the date upon which the sending or receiving LEA has informed the other LEA and the SELPA Governing Board of the intended program transfer. Requests to transfer a program, to withdraw a request for a transfer, or any other request made pursuant to this policy will be denied if submitted untimely unless, in the sole discretion and judgment of the Program Transfer Committee, extraordinary circumstances on a case-by-case basis warrant consideration of an untimely submission.
Program Transfer Timeline/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 5620. All proposed program transfers shall be considered by a Program Transfer Committee comprised of representatives from LEAs and the SELPA Governance Board. The SELPA Governing Board shall appoint, by majority vote, members of the Program Transfer Committee. At a meeting which shall occur on or before during each school year, the Program Transfer Committee will review each proposed program transfer and consider whether each proposed program transfer meets the Transfer Guideline criteria set forth in Section III, below. On the basis of this review, the Program Transfer Committee shall formulate a recommendation as to each proposed program transfer for the SELPA Governing Board. Recommendations shall be by majority vote of the Program Transfer Committee. Members of the Committee who disagree with the majority recommendation on a proposed program transfer may state, for the record, the basis of their disagreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Layoff by Receiving LEA:

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

2. Classified Employees: In the event of a layoff by the receiving LEA subsequent to transfer, a transferred classified employee shall have first priority, for 24 months for probationary classified employees and 39 months for permanent classified employees, in being informed 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.

**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)(l)(G) Funds allocated for special educations programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

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

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

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

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

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

**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 Amador County Office of Education 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.

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.

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 of 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. ACOE–Amador County SELPA shall adopt a policy specifying that the Governance Council 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 ACOE Board of Education Amador County SELPA Governing Board and the State Board of Education.

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

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 student 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.

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

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

1. Programs options in the general education environment are available at local neighborhood schools;
2. Special education programs are housed on school campuses and available throughout the SELPA;
3. The physical location of the program facilitates continue social interaction with non-disabled students;
4. Individuals with exceptional needs have access to general education activities, programs and facilities on the school campus and participate in those activities as appropriate to their needs; and
5. Placement outside these guidelines is justified and documented.

**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.
Special Education Service to Students Voluntarily Enrolled in Charter Schools

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

1. Specialized instruction and services available at the charter school;
2. Assurances that staff members providing special education services are appropriately credentialed;
3. Assurances that the facility used by the charter school does not present architectural barriers that would limit an eligible student's full participation in the educational and extracurricular program
4. Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of Federal and State law are afforded to Special Education and Rehabilitation Act of 1973, Section 504 eligible students; and
5. Dispute resolution procedures that will apply to any disputes regarding the provision of special education services in the charter school.

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 charted by the District shall receive services in a manner similar to other students. 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.

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.

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

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

Procedures EC 56205(b)(4) Members of the public, including parents or guardians of students with disabilities and students with disabilities having reached the age of majority, may address questions or concerns to the County Superintendent, District Superintendent, or the Assistant Superintendent/Director, Special Education/SELPA.
AGENDA ITEM #: 8.3

SUBJECT:
2020-2021 Amador County Special Education Local Plan Area (SELPA) Local Plan - First Reading/Discussion/Action

BACKGROUND INFORMATION:
The Individuals with Disabilities Education Act 20 United States Code (20 USC) Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

The California Department of Education (CDE) has established guidelines for the coordinated development and submission of a local plan which must include the following components:
- Section A: Contracts and Certifications (to be completed following Board approval)
- Section B: Governance and Administration (refer to item 12.1 of this board packet)
- Section D: Annual Budget Plan
- Section E: Annual Services Plan
- Attachments I–VII

The Amador County SELPA ensures access to special education and related services for all students with disabilities residing within Amador County. Beginning July 1, 2020, all SELPAs are required to submit a Board approved Local Plan, using the CDE-adopted templates. Due to the coronavirus pandemic, the deadline for Section B has been postponed to June 30, 2021; however, due to a local need to make revisions now, Section B has been postponed to June 30, 2021: however, due to a local need to make revisions now, Section B is included.

FISCAL IMPLICATIONS:
Refer to Section D of the recommended Local Plan.

RECOMMENDATION:
The Superintendent recommends that the Board of Trustees have discussion and declare a successful first reading of the Local Plan.

PRESENTED BY:
Kathryn Brown, Director of Special Education
LOCAL PLAN

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
Attachment I

SELPA: Amador County  Fiscal Year: 2020-21

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

<table>
<thead>
<tr>
<th>Add or Delete Row</th>
<th>List Number</th>
<th>CDS CODE</th>
<th>LEA</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>310033</td>
<td>Amador County Office of Education</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>373981</td>
<td>Amador County Unified School District</td>
</tr>
</tbody>
</table>
Attachment II

SELPA: Amador County

Fiscal Year: 2020-21

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

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

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

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

CDE Form Version 2.0
Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

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

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

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

1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.

2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box “blank.” Service codes are defined in Section E of the local plan.

<table>
<thead>
<tr>
<th>LEA</th>
<th>330</th>
<th>210</th>
<th>220</th>
<th>230</th>
<th>240</th>
<th>250</th>
<th>260</th>
<th>270</th>
<th>340</th>
<th>350</th>
<th>360</th>
<th>370</th>
<th>415</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>425</td>
<td>435</td>
<td>436</td>
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</table>

<table>
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<th>370</th>
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<td>890</td>
<td>900</td>
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</tr>
</tbody>
</table>
Attachment VII

SELPA: Amador County                Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

**LEA:** Amador County Office of Education

**Superintendent:** Robert Russell, Ph. D.                **Phone:** 209-257-5330

**Email:** rrussell@acusd.org

**Special Education Director:** Kathryn Brown                **Phone:** 209-257-5308

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

**School Site:** County Community                **CDS Code:** 0330068

**School Ownership Code:** 10: County Community

Specialized Academic Instruction—Code 330 is provided:  ● Yes    ○ No

Related Services Currently Provided by the School Site:

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

210 220 230 240 250 260 270 340 350

360 370 415 425 435 436 445 450 460

510 515 520 525 530 535 540 545 610

710 715 720 725 730 735 740 745 750

755 760 820 830 840 850 855 860 865

870 890

900 Other Services 900

900

Version 2.0
Attachment VII

SELPA: Amador County

Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

**LEA:** Amador County Unified School District

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

**Email:** aslavensky@acusd.org

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

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

**School Site:** Amador High School  
**CDS Code:** 0334755

**School Ownership Code:** 09: Special Education (Public)

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

Related Services Currently Provided by the School Site:

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>870</td>
<td></td>
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<tr>
<td>890</td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>Other Service(s)</td>
</tr>
</tbody>
</table>

Version 2.0  
Attachment VII-1 of 12
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

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

<table>
<thead>
<tr>
<th>School Site:</th>
<th>Lone Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code:</td>
<td>6002810</td>
</tr>
<tr>
<td>School Ownership Code:</td>
<td>60: Public Elementary</td>
</tr>
</tbody>
</table>

Specialized Academic Instruction—Code 330 is provided:  ● Yes  ○ No

Related Services Currently Provided by the School Site:

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

<table>
<thead>
<tr>
<th>210</th>
<th>220</th>
<th>230</th>
<th>240</th>
<th>250</th>
<th>260</th>
<th>270</th>
<th>340</th>
<th>350</th>
</tr>
</thead>
<tbody>
<tr>
<td>360</td>
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</table>

Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

**LEA:** Amador County Unified School District

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

**Email:** aslavensky@acusd.org

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

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

**School Site:** Ione Junior High School  **CDS Code:** 6107395

**School Ownership Code:** 62: Public Intermediate/Middle

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

Related Services Currently Provided by the School Site:

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

210 220 230 240 250 260 270 340 350

360 370 415 425 435 436 445 450 460

510 515 520 525 530 535 540 545 610

710 715 720 725 730 735 740 745 750

755 760 820 830 840 850 855 860 865

870 890

900  Other Service(s)  900

900

Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

<table>
<thead>
<tr>
<th>LEA:</th>
<th>Amador County Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Amy Slavensky, Ph. D.</td>
</tr>
<tr>
<td>Phone:</td>
<td>2092575353</td>
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<td>Email:</td>
<td><a href="mailto:aslavensky@acusd.org">aslavensky@acusd.org</a></td>
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<td>Special Education Director:</td>
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<td>Phone:</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:kathryn.brown@acusd.org">kathryn.brown@acusd.org</a></td>
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<table>
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School Ownership Code: 60: Public Elementary

Specialized Academic Instruction—Code 330 is provided: Yes

Related Services Currently Provided by the School Site:

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

<table>
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900 Other Service(s)
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

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

Email: aslavensky@acUSD.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acUSD.org

School Site: Jackson Junior High  CDS Code: 6107387

School Ownership Code: 65: Public Kindergarten–12th

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

Related Services Currently Provided by the School Site:

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

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

Version 2.0  Attachment VII-5 of 12
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

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

Email: aslavensky@acusd.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acusd.org

School Site: North Star Independent Study  CDS Code: 0330050

School Ownership Code: 63: Alternative School of Choice

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

Related Services Currently Provided by the School Site:

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

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Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

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

Email: aslavensky@acusd.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acusd.org

School Site: Pine Grove Elementary STEM Magnet  CDS Code: 6002844

School Ownership Code: 60: Public Elementary

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

Related Services Currently Provided by the School Site:

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

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

900  Special Service(s)  900

900

Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

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<th>LEA:</th>
<th>Amador County Unified School District</th>
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<tr>
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<td>Amy Slavensky, Ph. D.</td>
</tr>
<tr>
<td>Phone:</td>
<td>2092575353</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:aslavensky@acusd.org">aslavensky@acusd.org</a></td>
</tr>
<tr>
<td>Special Education Director:</td>
<td>Kathryn Brown</td>
</tr>
<tr>
<td>Phone:</td>
<td>2092575306</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:kathryn.brown@acusd.org">kathryn.brown@acusd.org</a></td>
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<th>School Site:</th>
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<tr>
<td>CDS Code:</td>
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| School Ownership Code: | 60: Public Elementary |

Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

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

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Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

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

Email: aslavensky@acusd.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acusd.org

School Site: Plymouth Elementary  CDS Code: 6002869

School Ownership Code: 60: Public Elementary

Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

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

210  220  230  240  ■  250  ■  260  270  340  ■  350  ■

360  370  415  ■  425  ■  435  ■  436  ■  445  ■  450  ■  460  ■

510  ■  515  ■  520  ■  525  ■  530  535  ■  540  ■  545  ■  550  ■

710  ■  715  ■  720  ■  725  ■  730  ■  735  ■  740  ■  745  ■  750  ■

755  ■  760  ■  820  ■  830  ■  840  ■  850  ■  855  ■  860  ■  865  ■

870  890  ■

900  ■  Special Service(s)  900  ■

900  ■  900  ■

Version 2.0  Attachment VII-9 of 12
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

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<th>Amador County Unified School District</th>
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<td>School Ownership Code:</td>
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Specialized Academic Instruction—Code 330 is provided: Yes ☑ No ☐

Related Services Currently Provided by the School Site:

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

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Version 2.0
Attachment VII

SELPA: Amador County

Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

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Specialized Academic Instruction—Code 330 is provided:  
Yes  
No

Related Services Currently Provided by the School Site:

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

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Version 2.0  
Attachment VII-11 of 96
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

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

Participating Local Educational Agency and School Site Information

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<td>School Ownership Code:</td>
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</table>

Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

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Version 2.0
LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division

CDE Form Version 2.0
D. Budget Plan

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

Public Hearing Notice Posting Date: May 8, 2020

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

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

RLA/AU Name Amador County Office of Education

Number of LEAs 2

SELPA Mission Statement—(this field is optional)

SELPA Beliefs—(this field is optional)

SELPA Support Provided to LEAs

The Amador County SELPA provides 100% support to ACUSD.
Table 1: Special Education Revenue by Source

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

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

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

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

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

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

Bus lease and indirect charges on categorical programs that are then placed in Amador County Office of Education’s general fund.
Section D: Annual Budget Plan

SELPA  Amador County  Fiscal Year  2020-21

Table 3: Federal, State, and Local Revenue Summary

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

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

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

**Special Education Local Plan Area Funding Distribution**

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

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

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

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

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

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

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

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting $2,031,600

Total Federal and State Funding $3,602,978

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting 56.39%

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures $1,412,049

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities 39.19%

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

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

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

SELPA: Amador County

Fiscal Year: 2020-21

E. Annual Service Plan

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

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

Services Included in the Local Plan: Annual Service Plan

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

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

SELPA: Amador County  Fiscal Year: 2020-21

| ☐ 330–Specialized Academic Instruction | ☐ Service is Not Currently Provided |

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

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

Physical location(s) where the service is provided:

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

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

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

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

SELPA: Amador County

Fiscal Year: 2020-21

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

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

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

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

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

Service coordination (ages 0-2 only)

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

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

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

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

SELPA: Amador County  Fiscal Year: 2020-21

☐ 270–Respite Care (Ages 0-2 only)  ☐ Service is Not Currently Provided

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

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

☐ 340–Intensive Individual Instruction  ☐ Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County

Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
Select: 415–Speech and Language (5 CCR 3051.1)  Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

CDE Form Version 2.0
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

- 425–Adapted Physical Education (5 CCR 3051.5)  
- 435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12)

Physical location(s) where the service is provided:

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

- Opportunity schools and classes
- Other

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

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

Physical location(s) where the service is provided:

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

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

SELPA: Amador County  Fiscal Year: 2020-21

- 436–Health and Nursing: Other Services
  (5 CCR 3051.12)  
  
  - Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County
Fiscal Year: 2020-21

445—Assistive Technology Services
(5 CCR 3051.19)

○ Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

CDE Form Version 2.0
### Section E: Annual Service Plan

**SELPA:** Amador County

**Fiscal Year:** 2020-21

#### 450–Occupational Therapy (5 CCR 3051.6)

- [ ] Service is Not Currently Provided

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

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

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

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

SELPA: Amador County  Fiscal Year: 2020-21

- 460–Physical Therapy (5 CCR 3051.6)  - Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

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

SELPA: Amador County Fiscal Year: 2020-21

510–Individual Counseling (5 CCR 3051.9) Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

515—Counseling and Guidance
(5 CCR 3051.9)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

540–Day Treatment  Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

545–Residential Treatment  Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County

Fiscal Year: 2020-21

☐ 610–Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)

☐ Service is Not Currently Provided

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

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

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

☐ Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County
Fiscal Year: 2020-21

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

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

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

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

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

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

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

SELPA: Amador County

Fiscal Year: 2020-21

☐ 740–Specialized Orthopedic Service (5 CCR 3030(e) and 3051.16)

Service is Not Currently Provided

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

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

☐ 745–Reading Service (5 CCR 3051.16)

Service is Not Currently Provided

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

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

☐ 750–Note Taking Service (5 CCR 3051.16)

Service is Not Currently Provided

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

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

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

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

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.
820–College Awareness
(34 CFR 300.39 and 300.43)

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

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

Physical location(s) where the service is provided:

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

- Opportunity schools and classes
- Other

- Other

- Other

- Other
Section E: Annual Service Plan

SELPA: Amador County
Fiscal Year: 2020-21

830–Vocational Assessment, Counseling, Guidance, and Career Assessment
(5 CCR 3051.14)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County
Fiscal Year: 2020-21

850—Work Experience Education
(5 CCR 3051.14)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

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

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

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

Physical location(s) where the service is provided:

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

SELPA: Amador County  Fiscal Year: 2020-21

860–Mentoring (5 CCR 3051.14)  Service is Not Currently Provided

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

Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Physical location(s) where the service is provided:

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

SELPA: Amador County

Fiscal Year: 2020-21

865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

Opportunity schools and classes
- Other

Service is Not Currently Provided

870—Travel Training, Including Mobility Training (5 CCR 3051.3)

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

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

SELPA: Amador County  Fiscal Year: 2020-21

- 890–Other Transition Services
  (5 CCR 3051 and 3051.24)

- Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

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

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Qualified Service</th>
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<td>900—Other Related Service (5 CCR 3051 and 3051.24)</td>
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Physical location(s) where the service is provided:

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

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

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

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MAY 13, 2020

AGENDA ITEM #: 8.4

SUBJECT:
Governance Handbook Revisions – Discussion/Action

BACKGROUND INFORMATION:
The Governance Handbook was developed during the 2016-17 school year and adopted by the Board of Trustees on March 8, 2017. It was subsequently revised and approved by the Board on January 18, 2019. During this period of time, there was one superintendent for Amador County Public Schools. The recommended revisions reflect the current bifurcation of the school system and includes both local educational agencies, ACUSD and ACOE, and the two superintendents.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board review, discuss and approve the recommended revisions.

PRESENTED BY:
Susan Ross, Board President
# TABLE OF CONTENTS

## I. MISSION STATEMENT

## II. GUIDING PRINCIPLES

## III. ROLES AND RESPONSIBILITIES OF THE GOVERNANCE TEAM

- The Board of Education
- The Superintendent of Schools

## IV. NORMS AND PROTOCOLS

### A. NORMS:

- Positive Governance Team Culture
- Our Governance Norms
- Open and Honest Communications
- Creating and Sustaining a Positive Culture
- How We Will Operate in a Spirit of “Moving Forward”

### B. PROTOCOLS:

- Orienting a New Board Member
- Board Role in Public
- Speaking With a Common Voice
- Addressing Conflict Among Board Members
- Confidentiality/Closed Session Practices
- Board Member Response to Complaints From the Community or Staff
- Board Member Interaction with TV, Radio, Newspaper and Social Media
- Board Member Use of Electronic Devices
- Board Member Use of Electronic Media
- Board Member Potential Conflict of Interest
- Acting as a Board Member With a Close Relative in The District
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Self-Evaluation and Self-Monitoring of Governance Team Effectiveness</td>
<td>19</td>
</tr>
<tr>
<td>Board Role with Employee Bargaining Unit Leaders</td>
<td>19</td>
</tr>
<tr>
<td>Visiting School Sites</td>
<td>20</td>
</tr>
<tr>
<td>Board Members Participation in Meetings at School Sites</td>
<td>20</td>
</tr>
<tr>
<td>A District Wide Emergency</td>
<td>21</td>
</tr>
<tr>
<td>Censure Policy</td>
<td>21</td>
</tr>
<tr>
<td>Annual Reorganization of the Board</td>
<td>22</td>
</tr>
<tr>
<td><strong>C. BOARD MEETING PROTOCOLS:</strong></td>
<td></td>
</tr>
<tr>
<td>Board Meeting Guidelines</td>
<td>22</td>
</tr>
<tr>
<td>Requesting Items to be Placed on Board Agendas</td>
<td>23</td>
</tr>
<tr>
<td>Request to Place An Item on a Board Agenda Form</td>
<td>24</td>
</tr>
<tr>
<td>Using Board Meetings as Strategic Leadership Tools</td>
<td>25</td>
</tr>
<tr>
<td>The Role of Board Members During Board Meetings</td>
<td>26</td>
</tr>
<tr>
<td>Board Member Interaction With Public at Board Meetings</td>
<td>26</td>
</tr>
<tr>
<td>Individual Board Member’s Request for Information, Materials or Action</td>
<td>28</td>
</tr>
<tr>
<td>Motion and Voting</td>
<td>28</td>
</tr>
<tr>
<td>Voting No or Abstaining</td>
<td>29</td>
</tr>
<tr>
<td>Quorum</td>
<td>29</td>
</tr>
<tr>
<td>Purpose of the Consent Agenda</td>
<td>29</td>
</tr>
<tr>
<td>Timing of Board Meetings</td>
<td>30</td>
</tr>
<tr>
<td>Minimizing Environmental Impact</td>
<td>30</td>
</tr>
</tbody>
</table>
MISSION STATEMENT

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.
“GUIDING PRINCIPLES OF THE BOARDS OF ACUSD AND ACOE”
(From Board ByLaw 9001)

1. Guiding principles are a tool designed by those who will use them to advance their mutual interest in promoting effectiveness, civility, and willingness to compromise in their on-going work together on behalf of Amador County Public Schools and the success of its students.

2. It is understood that how the Board operates and engages with the Superintendents, school Community, and public, impacts its effectiveness as well as the effectiveness of others in the school community, and the District’s and County Office of Education’s work and educational environments.

3. It is mutually understood that it is the intent of each Trustee and the Superintendent to act in good faith on behalf of the district.

4. There will be robust, honest, respectful and patient debate on any matter of concern to a Trustee or the Superintendent that is within the purview of the Board.

5. When disputes or disagreements occur, the governance team will work together to resolve them within the team and with a spirit of unity of purpose.

6. Decisions will be based on relevant data and other credible sources of information that have been made available to all members.

7. Trustees will avoid back-tracking; once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again.

8. The Board will respect the requests of members to revisit issues when based on new information.

9. Trustees will hold each other accountable for following these guiding principles. No single Trustee can sidetrack the Board without the Board’s acquiescence.

10. Continued board development will occur through the purposeful application of these agreed-upon guiding principles during all board processes.

11. By engaging in transparent professional development activities, the Board and Superintendent lead by example.

   It is the intent of this policy to provide an environment in which Trustees, the Superintendent and District staff are able to work in a proactive and dignified manner to provide solutions to the typical operational problems that districts and schools encounter, as well as, crafting policy for future challenges and educational needs. The Board believes that the best interests of students and the growth and development of the district’s employees are best served by an environment that is based on dignity, trust, integrity and civil treatment for all.
Roles and Responsibilities of the Governance Team

The Board of Education:

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees, who sit on locally elected school boards, is to ensure that school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system’s accountability to the public that they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The board carries out these responsibilities in each of the following job areas:

- Setting the District’s Direction
- Student Learning and Achievement
  - Finance
  - Facilities
  - Human Resources
  - Policy
  - Judicial Review
  - Collective Bargaining
- Community Relations and Advocacy

The Superintendents assists the board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the board performs its governance responsibilities in each job area. It’s important to remember that boards who inadvertently get involved in staff functions undercut their ability to hold the superintendents accountable for the results of those efforts.
Performing Governance Responsibilities

We agree with the responsibilities of school boards as described below by the California School Boards Association:

Set the direction for the community’s schools
Focus on student learning
Assess needs/obtain baseline data
Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
Ensure that an appropriate inclusive process is used to develop the above listed documents
Ensure that these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district
Employ and support the superintendent
Establish a human resources framework that includes policies for hiring and evaluating other personnel
Oversee the development of and adopt policies
Set a direction for and adopt the curriculum and require data-producing assessment systems
Establish budget priorities, adopt the budget and oversee facilities issues
Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions
Act with professional demeanor that models the district’s beliefs and vision
Make decisions and provide resources that support mutually agreed upon priorities and goals
Uphold board approved district policies and support staff implementation of board direction
Ensure a positive working climate exists
Be knowledgeable enough about district efforts to be able to explain them to the public

Ensure accountability to the public
Evaluate the superintendent
Monitor, review and revise policies
Serve as a judicial and appeals body
Monitor student achievement and program effectiveness and require program changes as indicated
Monitor and adjust district finances and periodically review facilities issues
Monitor the collective bargaining process

Act as community leaders
Speak with a common voice about district priorities, goals and issues
Engage and involve the community in district schools and activities
Communicate clear information about policies, programs and fiscal condition of the district
Educate the community and the media about the issues facing students, the district and public education
Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders
The Superintendents of Schools Amador County Unified School District & Amador County Office of Education:

The Superintendent of the Amador County Unified School District and the Superintendent of the Amador County Office of Education are members of the governance team and is the only employee who reports directly to the Board. Because of this, it is expected that the members of the Board will communicate with the Superintendents to address any concerns regarding issues or projects with other staff in the District since he/she is their only direct line employee. The Superintendents’ duties and job description are outlined in Board Policy and/or his/her contract. The contract specifies an annual evaluation and times of contract renewal for the District Superintendent. The County Office of Education Superintendent is subject to the electorate and is not formally evaluated.

The Superintendent is hired and responsible to:

- Promote the success, safety and well being of all students through regular coaching visits to the schools, professional learning with teachers, staff and leaders, and ensure other appropriate actions and services;
- Lead, coach and supervise leaders, managers, and other support staff including assistant superintendents, directors, principals, and other managers so they can effectively lead, coach and supervise their teams and schools;
- Support the efforts of the USD Board of Trustees to keep the district them focused on learning and achievement;
- Respond appropriately and honestly to concerns and complaints from stakeholders with the goal of listening and collaborative problem solving;
- Respect the role of the Board as the representative of the community;
- Respect the role of the Superintendent to supervise and support all staff;
- Provide guidance and recommendations to the Board to assist in policy development, decision making, and leadership based on the direction of the Board as a whole;
- Plan, implement, monitor, and modify as needed all educational programs to ensure success for all students including English learners, low income students, foster youth, and students with mild to moderate Special Education needs.

Norms and Protocols

Positive Governance Team Culture
Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave toward each other and other individuals. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school board members to set and monitor the direction of the school district, and the district superintendents translates all efforts into action, it is vital that the board and superintendents have a respectful and productive working relationship based on trust and open, honest communications.
Norms

Our Governance Norms

We agree to:

• Focus on the best interests of our students
• Show respect (never dismiss/devalue others)
• Commit to having effective deliberations; we will listen openly to the opinions of others.
• Devote the time necessary to govern effectively. This means being there, being knowl-
edgeable, participating, understanding the full scope of being a board member and being
willing to take on all the responsibilities involved.
• Be collaborative.
• Maintain confidentiality
• Learn from the past while focusing on the present and the future.

Open and Honest Communication

The governance team recognizes the value of mutual trust, open team dialogue, and being
fully informed as a condition of mutual trust.

Toward the objective of open and honest communication:

• We will not be afraid to say what we think. We will let team members know what is on
our minds in a respectful and dignified manner. We will let team members know the im-
pact their communication has on us personally, so they can clarify their intent with us
firsthand.
• We will listen openly and respectfully to what others have to say, recognizing that each
individual’s opinion is as important as our own.
• We will take responsibility for our individual communications and be mindful of our own
body language, voice tone, and words. We will endeavor to ensure that our body language
and voice tone match the message we intend to send.
• We will communicate in a manner that enhances the Board discussions and deliberations.
We will take the time necessary, prior to the Board meetings, to become fully informed
about issues before the Board.
• We will offer validation when an individual team member makes the effort to communi-
cate honestly and respectfully with us individually or during Board meetings. We will be
supportive of each other’s attempts to be honest and open at Board meetings even when
we don’t agree with what the other person is saying.
Norms

- We recognize that “respecting” and “attempting to understand” each other’s points of view are essential to building trust among team members. We will ask questions or paraphrase the comments of other team members to clarify for understanding.

- To enhance our deliberations during Board meetings, we will ask questions when we don’t understand, be respectful when we disagree, and build on each other’s comments and ideas whenever possible during our discussions.

- We will keep all closed session discussion confidential. Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. Team members will not disclose confidential information acquired in the course of their official duties, including confidential information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, and information that may have a material financial effect on the team member.

Creating and Sustaining a Positive Culture (From Board ByLaw 9001)

Operating as a Team

Each Board member brings unique skills, values, and beliefs to the Board table. Board members must work together with the Superintendent to govern effectively and to ensure that a high quality education is provided to all students. Authority rests with the Board as a whole, not with individual Board members. Board members understand and respect the separate roles of the Board and the Superintendent. Together as a governance, the Board and the Superintendent will take collective responsibility for building unity and creating a positive organizational culture where there is acceptance of honest mistakes.

Collective Authority of the Board

- Individual Board members do not have authority and will not direct action or make individual requests of staff.

- Authority to direct action rests with the Board when seated at Board meetings.
  - A majority vote of Board members provides direction to the Superintendent.
  - Board members will not undermine the ability of staff to carry out Board directions.
Norms

The Board Works With One Another at Public Board Meetings

- Reports to the Board will focus primarily on accountability for student learning.
- The Superintendent is the chief executive officer of the district and will recommend, propose, or suggest on most matters before the Board.
- The Board will consider research, best practices, and public input in its decision-making process.
- Board meetings are for decision making, actions, and votes.
  - Board members agree to speak to the issues on the agenda and to be attentive to each other.
  - Board discussions should be concise and pertinent to the issues.
  - Facts and information needed for administration will be requested through the Superintendent.

The Practice of “No Surprises” Toward Each Other and District Staff

- Surprises to the Board or the Superintendent will be the exception.
- There should be no surprises at Board meetings.
  - The Superintendent will be contacted before the meeting when a Board member needs additional information or has questions about an agenda item.
  - New ideas should not be brought up unexpectedly at a Board meeting. Board members will follow protocol for bringing up new ideas or for adding items to a Board agenda, such as during Board member reports and requests.
  - Board members will respect each Board member’s right to request that Board action be deferred in an instance where there is legitimate concern about the adequacy of information on which to make an “informed decision.”
Norms

A Consistent Voice for the District (From Board ByLaw 9001(d))

- The Board president or designee will be the official spokesperson for the Board.
- When the Board president resigns or is absent or disabled, the clerk will perform the Board president’s duties as spokesperson.
- Board members will remember that they represent the Board in everything they say and do and will endeavor to state the Board’s opinion, not an individual perspective or position.
- Members of the governance team agree to avoid words or actions that leave a negative impression on an individual, the Board, or the district.

How We Will Operate in a Spirit of Moving Forward (From Board ByLaw 9005)

Governance team members recognize the importance of establishing and sustaining “positive momentum” as the team endeavors to lead the district. In that spirit, we recognize that:

- We are people of good will with a common agenda for moving the district forward.
- Actions will speak louder than words and we will focus on building trust.
- As a district and as a governance team, we will be forgiving and strive to remember our successes. We will treat a step backwards as merely temporary.
- We will give each other the benefit of the doubt.
- We will strive to forgive errors in judgment and clumsy attempts.
- We will remind each other about why we are here and use the phrase “STUDENTS FIRST” when we falter.
Protocols

Orienting a New Board Member

Principle:
A new member of the board will need to invest time in training, understanding the job in order to be effective. The more experienced Board members will mentor and support new members during their first year so the entire board can be efficient and effective.

Protocol:

• The Board president and the superintendent will provide the new member resources, guidance and opportunities for training as soon as possible. The CSBA workshops for new Board members are one such opportunity.

• The Board president and superintendent will welcome the new member and provide him/her the “New Board Member Handbook” and the “Board Governance Handbook.” The Board president will provide support as needed regarding any questions about the information in the handbooks.

• The Board president and clerk will ask one of the experienced Board members to serve as a mentor for the new member and the mentor will meet/talk regularly with the new member to answer any questions and provide the support necessary.

Board Role in Public [From Board ByLaw 9010(a)]

Principle:
Board members have been elected by the community to provide leadership and oversight of the district. Board members understand the importance and value of being visible and accessible to the community and of ensuring the district is responsive to the values, beliefs, and priorities of the community.

Protocol:

• Board members will strive to educate the public about their role as public servants, entrusted with the education of children in the district.

• Board members will demonstrate their dedication and commitment to public education and actively engage community members in discussions about critical, public education matters impacting the district.

• When speaking to community groups, the media, social media, or other members of the public, individual Board members will recognize that their statements may be perceived as views and positions of the Board and will act responsibly to identify personal viewpoints as such and not as viewpoints of the Board.

• Confidentiality will be maintained when communicating with members of the public regarding matters prescribed as confidential by law or Board bylaws.
Protocols

Speaking With a Common Voice

Principle:
All public statements in the name of the Board are made by the Board president, or if appropriate, by the superintendent or designee.

Protocol:
- When speaking to community groups, the media, or to the public, individual board members have a responsibility to identify personal viewpoints as such and not as the view point of the board.
- When a board decision has been reached, all board members shall support that decision until it is amended or rescinded by board action. Any board member who may wish to criticize or oppose any specific board action should do so in an open board meeting.

Addressing Conflict Among Board Members

Principle:
Because the governance team norms are designed to create open, respectful, collaborative culture, members will engage in dialogue while welcoming an open discussion with different points of view.

Protocol:
Members will demonstrate an ability to disagree on issues without taking the disagreements personally. Members will endeavor to maintain neutral body language and tone during deliberations.

Bring Up New Ideas/Decide to Move New Ideas Forward

Principle:
- Board members have a responsibility to lead and bring forth new and fresh ideas that represent creative thinking and problem solving.

“New ideas” are defined as any proposal brought forth by a Board member, at his or her own initiative or at the request of a constituent, which has not previously been discussed during a Board meeting. It is the Board member’s responsibility to communicate new ideas with the Board President or Superintendent before engaging the full Board or staff in an expectation that would increase staff work.
Protocols

- The Board will frame new ideas in ways that address agreed upon district goals and the future focus of district efforts toward student learning and achievement.
- An individual Board member has no authority to commit the Board to a course of action or to initially develop a new idea to the point that it comes to the Board for the first time with a “request for action.” This would be disrespectful to the Board as a whole.

Protocol:
- Board members agree to follow a process that supports bringing forth new ideas while maintaining the Board’s primary focus on identified district goals.
- Board members will first notify the Board President and/or the superintendent of their interest in bringing forth a new idea. The preliminary discussion of new ideas will not require staff research. Initially, staff will be expected to respond to new ideas based on current knowledge.
- An individual Board member will not direct staff to conduct research regarding the exploration of a new idea. Only the full Board may direct the superintendent to take action. The superintendent will decide on the delegation of assignments to other district staff.
- New ideas may will be presented to the full Board at regular Board meetings during the “Request and Reports from Board Members” agenda item. The full Board will decide if the new idea should be further developed and studied and if staff time should be invested in researching or exploring new ideas. If the Board agrees, appropriate staff will be directed by the superintendent to research the idea and make a recommendation through the superintendent. Research by individual Board members does not follow protocol. Research is defined as the extensive or ongoing study or exploration of an idea, program or practice for consideration by the Board. Examples of research include wage/compensation studies, policies or practices implemented by other school districts, surveying teachers, staff and/or parents/guardians for input and feedback, etc.

Confidentiality/Closed Session Practices

Principle:
- The Brown Act establishes conditions for discussing some Board business in confidential, closed sessions. The Brown Act strongly supports “the public’s right to know” but recognizes that some highly sensitive matters are best discussed in a confidential setting, in part to protect the legal rights of other parties.
- The Board recognizes that decisions made in closed session must be reported out in public session.
Protocols

- The public’s trust and the trust among Board members are breached if confidential information is shared in a public manner.

Caution: If items not on the closed session agenda are discussed during closed session, the entire closed session becomes public.

Protocol:

- The Board will maintain confidentiality around all matters so prescribed by the Brown Act, including matters about employee labor contract negotiations, district litigation, personnel matters, the substance of the Superintendent evaluation, and other matters permitted by the Brown Act.

- The Board will maintain the public’s and each other’s trust by not breaching confidentiality.

- If a Board member inadvertently or accidentally violates a confidential issue, the Board president and the superintendent will take immediate action to rectify the matter.

- At the conclusion of each closed session, the Board president will clarify for the entire Board that specific information is to remain confidential under the Brown Act.

Board Member Response to Complaints From the Community or Staff [From Board ByLaw 9200(a)]

Principle:

- Board members will be responsive to the community and strive to be good listeners.

- It’s important for Board members to be consistent in their responses to staff and to the community.

- Board members will stay within their function and not attempt to personally “fix” the problem. Designated staff members are assigned to remedy or deal with student and/or staff situations.

- Students and staff members have due process and confidentiality rights that must not be violated.

- The Board is potentially the “court of last resort” and Board members who become involved early in the situation may have to recuse themselves if they are unable to be impartial or would not be perceived as impartial.

Protocol:

- The Board will consider its judicial review responsibility, staff and student confidentiality rights, and due process issues to assess whether an issue is appropriate for Board members to hear.

- The Board will use empathetic listening skills when approached by community or staff members with questions or concerns.
Protocols

- The Board will utilize the “6R’s” to ensure that they actively listen to the constituent:
  
  **Receive** — Listen to what the person has to say without preparing a response.
  
  * **Repeat** — Paraphrase or ask a question to clarify for understanding. Ask the person to identify those spoken to about the matter prior to contacting a Board member.
  
  * **Request** — Ask what the person would like the Board member to do with the information and/or what he or she sees as a solution to the problem.
  
  * **Review** — Go over options available to the person to remedy the situation.
  
  * **Redirect** — Put the person back into the system at the appropriate place—remembering lines of authority and chains of command. Remember: students and employees have legal and due process rights that must be honored. Confidential information will not be divulged to community or staff members.
  
  * **Report** — The Board will maintain open lines of communication between the Board and the superintendent and will notify the superintendent of the conversation as soon as possible, so the superintendent can verify or clarify the situation and follow-through as appropriate. This protocol also ensures the superintendent knows firsthand what the Board member said to the community or staff member.
  
- Any complaint or request for information should be forwarded to the superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the press shall be forwarded to the designated district spokesperson.

**Board Member Interaction with TV, Radio, Newspaper and Social Media**

**Principle:**

Board members will be courteous to the media. It is important for the Board and staff to have a consistent, clear message on issues.

**Protocol:**

- Board members will refer all representatives of TV, radio, newspaper, and social media who have questions regarding the school district to the Superintendent.

- Should a Board member choose to comment in response to a question the Board member will preface the comment with “I am speaking as an individual and not for the Board of Education. My comments are mine alone and do not necessarily reflect those of other Board members or the Amador County Unified School District.” If the Board of Education has made a decision or approved a policy, a Board member may state what the Board of Education’s position is.
• The superintendent will communicate with members of the Board when issues occur that may entail media interest to explain what is happening and what his/her response/message to the community is.

• The superintendent will communicate with the Board members if it is necessary or appropriate to have a spokesperson for the Board on an issue to the media. In addition, the superintendent and designated spokesperson for the Board will confer on appropriate talking points for the media.

• If asked to comment on a matter of policy about which the Board has not reached a consensus or held a vote, the superintendent will state only that the matter has not yet been decided by the Board.

**Board Member Use of Electronic Devices (Taken from Board Bylaw 9012)**

**Principle:**
The Governing Board recognizes that electronic communication among Board members and between Board members, district administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information and to help keep the community informed about the goals, programs, and achievements of the district and its schools. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting.

**Protocol:**
A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board (Government Code 54952.2)

• Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the superintendent, and reminders regarding meeting times, dates, and places.

• Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
Protocols

- In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.
- Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.
- Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.
- During Board meetings Board members shall have electronic devices silenced and turned to “Airplane Mode” or similar settings.

Board Member Use of Electronic Media

Principle:
The Board of Trustees will use electronic media (e.g., email, texting, social media) carefully to ensure that there is no violation of the Brown Act (Government Code sections 54950-54962). Board members will be aware of and follow district policy as it pertains to electronic communications. The district is subject to requests for public documents as provided by in the California Public Records Act. Public documents include emails and other correspondence from Board members as well as from employees.

Protocol:
The Brown Act prohibits Board members from exchanging information outside of a Board meeting to:
- Develop collective concurrence
- Advance or clarify an issue
- Facilitate agreement or compromise, or
- Advance an ultimate resolution.

The Board recognizes that by using “Reply All” in email responses, the email:
- Becomes part of the deliberative process
- Creates a Public Record, and
- Inhibits opportunity for any other two Board members to have a conversation topic.
Protocols

Board Member Potential Conflict of Interest (From Board ByLaw 9270)

Principle:
The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

Protocol:
- Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs.
- Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

Acting as a Board Member with a Close Relative in the District

Principle:
Board members who have children or other close relatives enrolled in the district should articulate how their relative’s experience in the schools may affect their opinions and judgment with regard to Board decisions. Board member’s experience as relatives of students in the district can be helpful in informing the Board as they create policy and make decisions.

Protocol:
- Board members should identify, in open session, any agenda items being discussed and voted upon that may impact the education of their relative(s).
- While Board members have the right to request that their relative’s privacy be respected, it is acceptable for other Board members or members of the public to ask a Board member’s opinion from a relative’s perspective on agenda issues being discussed.
Protocols

Board Self-Evaluation and Self-Monitoring of Governance Team Effectiveness
(From Board ByLaw 9400)

Principle:
Board members understand the value of periodically assessing the Board’s performance as part of a comprehensive approach to hold the entire district accountable to the public. The governance team should be committed to increasing its effectiveness. In addition, the process of self-monitoring should help raise community awareness about the role of the Board in the district and the community.

Protocol:
- The Board will schedule at least one self-evaluation session annually to review governance team performance.
- Following the completion of the self-evaluation, the Board will set governance goals for the following year. The goals will identify areas in which the Board would like to improve its performance.
- Annually, the Board will review the Governance Handbook.
- Annually, the Board will conduct a survey of management staff that includes the self-evaluation survey completed by the Board members and any feedback they have to the Board with regard to the norms and protocols outlined in the Governance Handbook.

Board Role with Employee Bargaining Unit Leaders

Principle:
The Board has a responsibility to establish district parameters for collective bargaining with each bargaining unit and to adopt collective bargaining agreements on behalf of the district.

The Board has a strong interest in developing and sustaining positive and cooperative working relationships with designated leaders of each bargaining unit within the district.

Protocol:
- The Board may appoint one member to join the Superintendent in periodically meeting with the leadership of each bargaining unit within the district to share perspectives regarding district programs, activities, and the general state of the district culture and climate as it affects employees.
Protocols

- These meetings will not be used to undermine the rights and responsibilities of either party under the Educational Employment Relations Act.

- Discussions will not address issues within the scope of negotiation or contract administration that specifically includes matters relating to wages, hours of employment, and other terms and conditions of employment.

- The Board member serving on any of these groups will periodically update the entire Board concerning issues discussed.

Visiting School Sites

Principle:
Board members are encouraged to visit schools. These visits provide valuable insight into how Board policy is implemented at the school site level. Visits to schools help demonstrate Board support for the effort and accomplishments of district staff. Board members visit classrooms and other district offices to observe and learn, not to openly question operations and activities. Questions about specific events observed during school visits should be directed to the Superintendent.

Protocols:
- As a professional courtesy, Board members will inform the Superintendent of their intention to visit specific schools and functions and will apprise the Superintendent of their impressions following visits.
- Board members will advise school site administrators in advance of their planned visits and will follow all building protocols for sign-in and movement of visitors while on school grounds.
- Board members are free to choose which schools they will visit; however, consideration should be given to coordinating visitation schedules among all Board members to help ensure maximum Board exposure to every school in the district.

Board Members Participation in Meetings at School Sites

Principles:
Board members may choose to attend meetings at schools such as PTA meetings in their outreach to the community and to better understand what is going on in the schools. Board members may also want to volunteer to help school activities to serve the community and learn more about the schools.
Protocols

Protocol:
- At meetings where discussions about school issues occur, a Board member should primarily be listening to the discussion and learning what community members think.
- If a Board member is asked to give an opinion or chooses to give an opinion, she/he should make clear that she/he is speaking as an individual community member, not on behalf of the Board.
- A Board member can explain and clarify decisions the board has made if asked to or if relevant to the discussion.

A District Wide Emergency

Principles:
Board members should be informed and updated about the state of emergency by the Superintendent or designee as soon as possible.

Protocol:
The superintendent or designee will inform the Board president as soon as possible as to the nature of the emergency and will keep the Board president updated with regard to actions leading to resolution of the emergency. The Board president or designee is responsible for relaying information to all other Board members.

Censure Policy

Principle:
The Board of Education of the Amador County Unified School District has a strong commitment to ethical behavior. The public expects and must receive the highest standards of behavior from all of those in public service. In order to be able to enforce conformance to its policies, the Board of Education must have a procedure by which it can censure its own members for violations of the policies or bylaws of the Board of Education.

Protocol:
Board bylaw BB 9401 provides the mechanism by which the Board of Education, acting as a whole, can censure any of its members who violate state or federal laws applicable to the District or for violation of the Board policies or bylaws of the Board of Education.
Protocols

Annual Reorganization of the Board:

Principles:
It is in the best interest of the Board that its officers be both willing and able to carry out the relevant duties. Effective Board members are not necessarily effective Board presidents, nor do all members have the time needed to provide effective leadership.

Protocol:

- At the first regular meeting in December, the Board elects a president and clerk to the governing board.
- At the reorganization meeting, the superintendent will preside over the election of the president. The newly elected president will preside over the election of the clerk.
- Any Board member may nominate any member, including the current officers, for either office.
- There is no limit to the number of times a member may serve as an officer, nor is there any expectation that all members will serve as officers or automatically rotate into either position.

Board Meeting Protocols

Board Meeting Guidelines
It is important to recognize that a Board meeting is the time for the Board to do their work in public view. After staff input and public comment, Board members are encouraged to ask questions and explain their thinking related to the topic at hand. The Board president recognizes members who desire to speak, alternating so that all members have the opportunity to speak. There is not a time limit or limit to the number of questions or comments that a Board member may make, but each Board member should be respectful of giving other members the opportunity to speak. Nothing in this section will preclude members from speaking multiple times until all discussion is concluded.

Unless a point is important to further understanding of the immediate discussion, the Board President will allow all other members to speak first and then add his/her comments or questions.
Board Meeting Protocols

**Requesting Items to be Placed on Board Agendas** [From Board ByLaw 9323.2(a)]

Board members and other stakeholders may request items to be placed on a Board agenda. The following steps will be followed:

1. The interested party will complete the Request for Board of Trustees Meeting Agenda Item and submit it to the Superintendent.
2. A subcommittee of the Board including the Board President, Board Clerk, Superintendent, and two Cabinet members will meet to review the request and determine if the request is approved, denied, or could be addressed by staff.
3. If research is needed to fully understand or respond to the requested Board agenda item, the Superintendent or designee will communicate with the requesting party.
4. If the agenda item is approved by the subcommittee, the item will be placed on a future agenda.
5. If the approved agenda item request requires action to be taken by the Board, it will be placed on the agenda two times, the first for a report and Board discussion, and the second for discussion and potential action.
6. Whether approved or not approved, the Superintendent or Board President will respond to the requester in writing with an explanation as needed.
Request to Place an Item on a Board Agenda

Name: ________________________________

Position/Role in Community: ________________________________

Primary Phone: ______________________ Secondary Phone: ______________________

Home Address: ________________________________________________

Email: _______________________________________________________

Date of Request: _____________________________________________

Requested Board Meeting Date: _________________________________

Nature of Request:  
☐ Open Session
☐ Closed Session – For Board Member use only
☐ Cite Brown Act justification: __________________________________

Agenda Item Title: ____________________________________________

Agenda Type/Action Requested (choose one):  
☐ Discussion  ☐ Discussion/Action  ☐ Report
☐ Public Hearing  ☐ Resolution

Background information:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Please attach any additional information or items, such as PowerPoint slides, photos, or cited reports you wish to present to the Board.

Completed forms can be submitted via:
Email: aslavensky@acasd.org (District) or rrussell@acasd.org (County)
Mail: 217 Rex Avenue, Jackson, CA 95642
Fax: 209-257-5360
Board Meeting Protocols

Using Board Meetings as Strategic Leadership Tools

Board meetings are opportunities to strategically move the district forward, and to communicate direction, district priorities and progress to the community. When the public understands the process and the thinking behind Board decisions, there is generally more community support for the decision.

- Board members and the superintendent will regularly link Board meeting agenda items and discussions to the district vision, goals and strategic plan.
- Board members will ask clarifying questions about agenda items in order to demonstrate and make as clear and transparent as possible the dialogue leading up to decisions made by the Board.
- At the end of each discussion, the Board president may sum up the points of view and any consensus reached and ask the members to confirm whether the summary is accurate.
- When a Board member makes a motion, if necessary the Board president will clarify the meaning of a yes or no vote on the motion. After a vote, the Board president will clarify for staff and the public the meaning of the vote. This clarification will be memorialized in the minutes along with the number of ayes, nays, and abstentions.
Board Meeting Protocols

The Role of Board Members During Board Meetings

The authority to direct action rests solely with the full board during public meetings. A majority vote provides direction to the superintendent. By carefully reviewing the board packet prior to the board meeting, Board members are encouraged to contact the superintendent for questions about an item prior to the Board meeting. All members share a common responsibility to ensure the Brown Act is followed.

Board Member Interaction With the Public at Board Meetings

Principle:

• The Board encourages members of the public to attend Board meetings and to address the Board.

• Board meetings are meetings of the Board held in public for the purpose of accomplishing district business. They are not “town hall meetings” where elected officials and community members freely engage in an unstructured manner.

• The purpose of public participation at Board meetings is to inform Board deliberations.

• Board members want to ensure that all and multiple voices of the community are heard at the designated times during Board meetings.

• Meetings will be conducted in a civil, orderly, and respectful manner under the administration and discretion of the Board president.

• The Board president will not permit any disturbance or willful interruption of Board meetings.

Protocol:

• Time will be scheduled at Board meetings for public comment on agenda and non-agenda items within the Board’s jurisdiction.

• The total time for public testimony will be limited to 20 minutes at the beginning of each regular board meeting. Any person whose name remains on the speaker list at the end of 20 minute time period will be granted no more than three minutes to speak at the end of the open session Board meeting.
Board Meeting Protocols

During a special Board meeting, the Board is not required to provide a public comment section unless the Board wishes to do so. In recognition of the limited subject matter of special Board meetings, the time for public testimony at the beginning of special Board meetings may be less than 30 minutes at the discretion of the Board president and with Board consent.

Board members will strive to adhere to time limits to ensure sufficient time for Board members to conduct district business as denoted on the Board agenda.

The Board will establish and adopt guidelines for public comment that balance efficient Board meeting management and full participation of the public.

- The total time for public input on each agenda or non-agenda item will not exceed 20 minutes.
- Each speaker will be allotted a maximum of three (3) minutes.
- Each speaker may speak once at the podium on each agenda item.
- Each speaker requiring language translation will be allowed a maximum of three (3) minutes to speak and three (3) minutes for translation.
- With Board consent, the Board president may exceed or decrease the 20 minute time allotment on agenda and non-agenda items or make other modifications to the public comment period and process to accommodate special circumstances consistent with the Board’s stated principles.
- The Board president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
- The Board will consistently abide by these agreements so all persons are treated fairly and equally.
- All public comments or questions should be addressed to the Board through the Board president.
- Speakers at Board meetings will be listened to with respect.
- Complaints and concerns will be responded to as quickly as possible. The Board president will delegate responsibility for a response when appropriate.
- The Board president may place a public initiated item on a future Board meeting agenda.
- The Board president will confirm that the Board stands by its decision if comments or concerns are specific to a past Board decision.
Board Meeting Protocols

**Individual Board Member’s Request for Information**

It is important for Board members to be well informed, as oversight of the district and County Office of Education is one of the main functions of the Board. Board members recognize that they have no power as individuals to direct staff action, and that compiling information in response to Board member requests can take staff away from their day-to-day operations of schools and the district. An individual Board member will—insofar as possible—work to let the superintendent know in advance when a request for information will be made in a public meeting so staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a Board member shall be provided to all other Board members at the same time. Board members should self-regulate the amount of requests for information regarding issues not on the board agenda.

**Motion and Voting**

The Board president will accept a motion and a second on action items following the close of the regular public comment period. For action items which receive a motion and a second, the Board president will recognize each Board member for deliberation on the item. Comments will address substantive issues related to the action item and will be respectful of the Board’s important deliberative responsibility. A vote will be taken following Board deliberations. The majority position will prevail and Board members agree to abide by the prevailing vote.

A majority vote of all Members of the Board is necessary for the election of officers or for any other action by the Board unless otherwise specified by law. Voting shall be by voice and the Board administrative assistant records the votes by member which is placed into the minutes of the meeting.

Unless otherwise provided by law, affirmative votes by majority of the board’s membership are required to approve any action under consideration, regardless of the number of members present.

The Board shall take no action outside of a public meeting except on those matters and under those conditions authorized for closed sessions (Government Code sections 54957, 54957.7).
Board Meeting Protocols

Voting or Abstaining

Each Trustee respects the right of other Trustees to vote “no” on an issue. Everyone agrees it is a courtesy to the Governance Team to explain the reasons for the “no” vote either during deliberation or before casting the vote. If a Board member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively. If a member is absent at the previous meeting, he/she will abstain from voting on the approval of that meeting’s minutes.

Quorum

A quorum is the minimum number of voting members who must be present at a properly called Board meeting in order to conduct business in the name of the Board, and is established when a majority of the Board members (at least three of the filled positions) are in attendance (Education Code section 35164).

Purpose of the Consent Agenda

Board members should keep in mind that the purpose of the consent agenda is to expedite the handling of routine business.

- Board members should not discuss or pull any items unless it is very important to do so.
- Questions on the consent agenda, once asked and answered in advance of a Board meeting, should not be asked again at the meeting unless the Board member feels there is information that is important for the public to know, or unless the member wants a separate vote on the item. In the latter case, the member should ask that the item be pulled from the consent agenda.
- New contracts should not be placed on the consent agenda only recurring contracts.
- Consent agenda items should be routine and non-controversial.
Board Meeting Protocols

Timing of Board Meetings

The Board and the public should understand the relative importance of a meeting agenda item and know when to anticipate the discussion of an item of interest.

- Each item on the meeting agenda will include the time for the discussion and the amount of time reserved for that item.
- The Board president or designee will keep track of the time and if it appears that any item will take more than five minutes over the time allotted for it, the Board president will ask the Board to indicate by the showing of hands whether they want to continue discussion of the item and, if so, by how long.

Minimizing Environmental Impact

The Board desires to minimize the environmental impact of the printing of Board agendas and ancillary materials. The district will distribute all Board-meeting-related materials electronically rather than on paper to the degree practicable and allowed by law.
MAY 13, 2020

AGENDA ITEM #: 8.5

SUBJECT:
Resolution: ACOE 19-20-021 Authorizing Amador County to Conduct the Election for Trustee Areas 4 and 5 – Discussion/Action

BACKGROUND INFORMATION:
Amador County Registrar of Voters (County) is preparing for the November 3, 2020 elections. The District has two Governing Board Member positions expiring. The positions are for Trustee Area 4 and Trustee Area 5. The County requires the District to prepare and pass a resolution authorizing the County to conduct the election.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board review, discuss and approve the resolution.

PRESENTED BY:
Dr. Robert Russell, County Superintendent of Schools
RESOLUTION: ACOE 19-20-021 AUTHORIZING AMADOR COUNTY TO CONDUCT THE ELECTION FOR TRUSTEE AREAS 4 AND 5

WHEREAS, in November of even numbered years the District has Board Member positions up for election; and

WHEREAS, Amador County (the “County”) requires a resolution passed by the Board authorizing the County to conduct the election; and

WHEREAS, Pursuant to Section 5303 of the Education Code, the Registrar of Voters of the County of Amador is hereby requested to take all steps to prepare for and hold the election within the boundaries of the District in accordance with the law; and

WHEREAS, Pursuant to Sections 5342 and 15121 of the Education Code and Part 3 (commencing with Section 10400) of Division 10 of the Elections Code, the County is requested to order consolidation of the Governing Board Member election with such other election or elections as may be held on the same day in the same territory or in a territory that is in part the same; and

WHEREAS, Pursuant to Section 5303 of the Education Code and Section 10002 of the Elections Code, the Board of Supervisors of Amador County is requested to permit the Registrar of Voters of Amador County to render all services specified by Section 10418 of the Elections Code relating to the election, for which services the District agrees to reimburse the County, such services to include the mailing of the voter ballot pursuant to the terms of Section 5363 of the Education Code and Section 12112 of the Elections Code.; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Amador County Office of Education authorizes Amador County Registrar of Voters to conduct the November election of Governing Board Members for Trustee Areas 4 & 5.

Susan Ross
President, Board of Trustees

Kandi Thompson
Clerk, Board of Trustees
May 13, 2020

AGENDA ITEM #: 8.6

Motion: ______________________
Second: _____________________
Vote: _______________________

SUBJECT:
Inclusive Early Education Expansion Grant – Discussion Only

BACKGROUND INFORMATION:
The Inclusive Early Education Expansion grant, written by Donna Custodio, director of Preschool/Child Care Council, ACOE, is designed to fund programs seeking to improve inclusive classroom practices. This total awarded amount of $637,080 will fund several ACOE-led projects at three district campuses: two new ADA-compliant playgrounds and a new, all-inclusive preschool classroom.

Approximately $500,000 of the award is earmarked for a new preschool classroom at Ione Elementary, which will serve both special education and general education students.

Approximately $100,000 will go toward construction of fully ADA-compliant playgrounds at Plymouth State Preschool, on the Plymouth Elementary campus, and Jackson State Preschool, on the Argonaut High School campus.

PRESENTED BY:
Donna Custodio, Director of Preschool/Child Care Council, ACOE
CURRENT CONSIDERATIONS

Certificated ~ Leave of Absence (2020-2021)
DeAnn Fine, .5 FTE, Speech Language Therapist, Itinerant

Certificated ~ Rehire
Alyssa Tucker, 1.0 FTE, Visual Impairment Teacher, Itinerant, effective April 15, 2020

Certificated ~ Release of Temporary Intern
Christina Morley, 1.0 FTE, Itinerant Psychologist Intern, effective April 15, 2020
Amador County Office of Education  
217 Rex Avenue, Jackson, California 95642  
(209) 223-1750 Fax: (209) 223-1733  

Human Resource Items approved by COE Superintendent  
May 1, 2020  

CURRENT CONSIDERATIONS  

**Classified~New Employee**  
Ryan Drake, Maintenance I, 8 hours/12 months, Triglila/Jackson OH Building, effective May 1, 2020  

**Classified~Increased Hours**  
Sharon Lowman, Behavior Intervention Instructional Aide, from 5.5 hours to 6 hours/11 months, Ione Elementary, effective March 23, 2020  
Jamie Hattan, Medically Fragile Instructional Aide, from 6 hours to 7.5 hours/11 months, Jackson Junior High, effective March 23, 2020  

County Superintendent  

Date
AMADOR COUNTY OFFICE OF EDUCATION
2019-2020 Certificated Salary Schedule - 193 DAYS

Insurance Cap increase $500 to $10,050 effective July 1, 2017
Board Approved:_________________

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AMADOR COUNTY OFFICE OF EDUCATION
TEACHER ON SPECIAL ASSIGNMENT (TOSA) ~ SPECIAL EDUCATION

REPORTS TO: Assistant Superintendent Special Education/SELPA

DEFINITION: In assigned content area, and under general supervision, facilitate and provide leadership for the implementation of content standards, frameworks, curriculum, and effective instructional practices; provide coaching and support for staff at various sites; provide leadership in District and County site initiatives; plan and deliver professional learning and staff development; curate, develop and present resources and materials to support curriculum and instruction.

JOB DUTIES AND RESPONSIBILITIES:

1. Support the planning of all aspects of content standards and frameworks implementation, including professional development, site communication, and classroom implementation.

2. Support the implementation of curriculum frameworks and content standards including vertical and horizontal articulation.

3. Support classroom instruction and model effective practices for staff as needed.

4. Develop materials to meet a wide range of staff and student needs.

5. Support the selection and implementation of instructional materials including textbook adoptions.

6. Support assessment programs and the effective use of multiple inputs/measures to inform instruction and learning.

7. Assist in the collection, interpretation, and application of data and assessment results to inform instructional practices and improve student learning.

8. Provide and support staff development, professional learning and coaching for teachers and staff.

9. Provide support for collaboration between various groups.

10. Coach and support staff as needed in the implementation of frameworks, content standards, curriculum, instructional practices and intervention and differentiation strategies.

11. Coordinate with mentors and other staff in providing professional development and support staff as needed.
12. Follow current research and incorporate research into staff development and professional learning

13. Participate in professional learning opportunities

14. Attend meetings and act as liaison with district, county, and state groups

15. Facilitate committee work related to content area

16. Coordinate and support special events, competitions, and extra-curricular activities

17. Support and coordinate the implementation of initiatives and pilot programs

18. Support compliance with federal and state regulations, guidelines, and laws

19. Prepare reports as needed

20. Coach and support staff in the development of IEP’s, Assessment Plans, and academic assessment protocols.

21. Other duties as needed

SELECTION PROCESS AND TERM

- A TOSA may return to his/her original site with-in one (1) year of service.
- A TOSA maintains the right to return to an open certificated position after the second year of service.

ESSENTIAL ABILITIES

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required for the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
AMADOR COUNTY OFFICE OF EDUCATION
TEACHER ON SPECIAL ASSIGNMENT (TOSA) ~ SPECIAL EDUCATION

WORKING CONDITIONS:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.

- The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MINIMUM QUALIFICATIONS:

- Valid California clear credential authorizing service in mild to moderate and moderate to severe special education
- Successful teaching experience totaling at least five years is preferred
- Experience planning and presenting to larger groups recommended
- Prior experience as an instructional coach, mentor and/or resource teacher is desirable
- Teaching experience and expertise in English Learner education is desirable

PAY RANGE
Certificated Salary 200 Day Schedule

May 13, 2020
Board of Trustees Meeting
Amador County Office of Education