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 _________
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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 it's 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) 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.

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 Areas (ACOE SELPA) shall submit to the State Superintendent and to its governing body, the AC 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,
- ACUSD Director of Special Education/SELPA Director,
- Assistant Superintendent of Business Services/Chief Business Official
- Assistant Superintendent 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, 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 in the governance of the ACOE Amador County SELPA 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.

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 ACUSD is designated as the Administrative Unit (AU) for the ACOE–AC 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 staff to support SELPA functions.

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 this each LEA member that a free appropriate public education is available to all children residing in this 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 this 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 this 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 this 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 SCHOOLS** 20 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) the 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 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)
27. **DATA 20 USC§ 1418 (a-d)**  
It shall be the policy of 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 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 the LEA that is requested by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

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

**SELPA STAFF 56205 (a)(I2)(D)(i), 56205(a)(I2)(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.

**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 the County ACUSD Superintendent, is responsible for the coordination of all special education
services and programs within Amador County Public Schools 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 LEA’s 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 ACOE 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 (SESR) 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 for approval by the ACOE ACUSD Superintendent and Amador
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.

Amador County Unified School District 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 (SESR), Federal Program Monitoring (FPM), and Performance Indicator Review (PIR) processes related to Special Education.

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

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

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

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

Personnel Administration and Management

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

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

3. Directly supervises and evaluates assigned personnel.

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

Public Relations and Communications

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

2. Prepares and provides regular reports to the Amador County SELPA Board and the ACUSD Board of Trustees regarding Special Education programs and requirements.

3. Is highly visible and participatory throughout the educational community in Amador County.

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

5. Assumes ongoing liaison responsibilities between California Children’s Services, Amador County Behavioral Health, Amador County Social Services, Amador County Public Health Department, Amador County Probation, Department of Rehabilitation, Valley Mountain Regional Center, Head Start, and other appropriate agencies.
GENERAL QUALIFICATIONS:
Knowledge and demonstration of:
1. Planning, organization and direction of Special Education programs.
2. Applicable laws, codes, regulations, policies and procedures related to Special Education, General Education and other assigned areas.
3. Policies, goals and objectives of the Special Education program.
4. Policies and objectives of SELPA programs and activities.
5. State, local and regional resources.
6. Intervention, MTSS, and inclusive models.
7. Principles and practices of administration, supervision and training.
8. Interpersonal and written/verbal communication skills using tact, patience, respect and courtesy.
10. Interagency requirements and regulations.
11. Screening and interviewing processes and procedures.

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

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

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

Program Specialists are employed by ACOE or ACUSD, and serve under the direction of the ACUSD 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 purposes for learning disabled or Resource students where teacher or site administrators request support/assistance.

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

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

The Program Specialist(s) will provide unique and necessary services to pupils in the 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.

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 EC 44903.7 provided that a reorganization of special education programs has occurred.

II. Time Lines and Approval Process Pursuant to EC 56207(b) requests may be implemented as early as the first day of the first fiscal year following the fiscal year in which the request is filed (i.e., a request made in September 2017, if approved, would take effect on July 1, 2018), provided that the request is approved by a unanimous vote of the SELPA Governing Board. If the request is not approved by a 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 special education local plan areas policies.
7. 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)(I)(G) Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

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

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

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

**C. Amendments to the annual service and budget plans** The ACOE Board of Education 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. Amador County SELPA shall adopt a policy specifying that the Amador County SELPA Governing Board may adopt changes or amendments to the permanent portion of the Local Plan on an "interim basis," not to exceed a year. Amendments approved in this manner shall become permanent upon subsequent approval by the Amador County SELPA Governing Board and the State Board of Education.

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

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, where appropriate, utilized.

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

The SELPA Director shall develop the Annual Service Plan and Budget for approval by the Amador County SELPA Governing Board and submitted to the CAC for review. The Annual Service Plan and Budget 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 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 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 chartered by the District. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to the District/SELPA EC 47605.5 (k)(1). As students enrolled in charter schools are entitled to special education services provided by state and federal funding, charter schools will comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Education Act (IDEA)[20 U.S.C. Chapter 33], Americans with Disabilities Act.) Children with disabilities and their parents shall retain all rights under the IDEA. Each charter petition must contain a comprehensive description of the charter schools educational program, including identification, assessment and provision of special education services as identified in the District/SELF A Local Plan. This description is to include, but is not limited to, the following:
1. Specialized instruction and services available at the charter school;
2. Assurances that staff members providing special education services are appropriately credentialed;
3. Assurances that the facility used by the charter school does not present architectural barriers that would limit an eligible student's full participation in the educational and extracurricular program
4. Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of Federal and State law are afforded to Special Education and Rehabilitation Act of 1973, Section 504 eligible students; and
5. Dispute resolution procedures that will apply to any disputes regarding the provision of special education services in the charter school.

Policy Statement Special education and related services shall be provided to all eligible individuals within the jurisdiction of the District/SELPA in accordance with the Local Plan. Students enrolled in schools chartered by the District shall receive services in a manner similar to other students. 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.
Annual Budget Plan  
Fiscal Year 2019-20

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

<table>
<thead>
<tr>
<th>Reference/Label</th>
<th>Instructions</th>
<th>Estimated Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Funds received in accordance with Chapter 7.2 (commencing with California Education Code [EC] Section 56836) (Special Education Program Funding)</td>
<td>SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)</td>
</tr>
<tr>
<td>B</td>
<td>Administrative costs of the plan</td>
<td>SACS Goal Code 5001 Function 2100</td>
</tr>
<tr>
<td>C</td>
<td>Special Education services to pupils with: (1) severe disabilities, and (2) low-incidence disabilities</td>
<td>SACS Goal Code 5710</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SACS Goal Code 5730</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SACS Goal Code 5750</td>
</tr>
<tr>
<td>D</td>
<td>Special education services to pupils with non-severe disabilities</td>
<td>SACS Goal Code 5770</td>
</tr>
<tr>
<td>E</td>
<td>Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments</td>
<td>Any SACS Goal Code with SACS Function Code 1130¹</td>
</tr>
<tr>
<td>F</td>
<td>Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELP Program Specialists Funding)</td>
<td>SACS Goal Code 5050</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SACS Goal Code 5060</td>
</tr>
<tr>
<td>G</td>
<td>The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572</td>
<td>$406,299</td>
</tr>
</tbody>
</table>

¹ Function Activity Classification can be found [http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc](http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc)
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<tr>
<td>210</td>
<td><strong>Family training, counseling, and home visits (ages 0-2 only):</strong> 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, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.</td>
<td>✓</td>
<td></td>
<td></td>
<td>34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>220</td>
<td><strong>Medical services (for evaluation only) (ages 0-2 only):</strong> Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.</td>
<td>✓</td>
<td></td>
<td></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>230</td>
<td><strong>Nutrition services (ages 0-2 only):</strong> 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>240</td>
<td><strong>Service coordination (ages 0-2 only)</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>250</td>
<td><strong>Special instruction (ages 0-2 only):</strong> 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>260</td>
<td><strong>Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
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<tbody>
<tr>
<td>270</td>
<td><strong>Respite care services (ages 0–2 only):</strong> 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 child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)</td>
<td></td>
<td></td>
<td><em>(✓)</em></td>
<td>34 CFR sections 300.34 (c)(3), 300.226</td>
</tr>
<tr>
<td>330</td>
<td><strong>Specialized academic instruction:</strong> 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.</td>
<td></td>
<td></td>
<td><em>(✓)</em></td>
<td>34 CFR Section 300.39(b)(3)</td>
</tr>
<tr>
<td>340</td>
<td><strong>Intensive individual instruction:</strong> IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.</td>
<td></td>
<td></td>
<td><em>(✓)</em></td>
<td>30 California Education Code (EC) Section 56364</td>
</tr>
<tr>
<td>350</td>
<td><strong>Individual and small group instruction:</strong> 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.</td>
<td></td>
<td></td>
<td><em>(✓)</em></td>
<td>5 California Code of Regulations (CCR) Section 3051; 30 EC Section 56441.2</td>
</tr>
<tr>
<td>415</td>
<td><strong>Language and speech:</strong> 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.</td>
<td></td>
<td></td>
<td><em>(✓)</em></td>
<td>5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)</td>
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<td>425</td>
<td><strong>Adapted physical education</strong>: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.</td>
<td>✓</td>
<td>5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</td>
</tr>
<tr>
<td>435</td>
<td><strong>Health and nursing—specialized physical health care services</strong>: 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 (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.</td>
<td>✓</td>
<td>5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;</td>
</tr>
<tr>
<td>436</td>
<td><strong>Health and nursing—other services</strong>: 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.</td>
<td>✓</td>
<td>5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107</td>
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<tr>
<td>445</td>
<td>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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105</td>
</tr>
<tr>
<td>450</td>
<td>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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)</td>
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<tr>
<td>460</td>
<td>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.</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California Business and Professions Code (B&amp;PC) Chapter 5.7 sections 2600-2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)</td>
</tr>
<tr>
<td>510</td>
<td>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling 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. Individual counseling is expected to supplement the regular guidance and counseling program.</td>
<td></td>
<td>✔️</td>
<td></td>
<td>5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)</td>
</tr>
<tr>
<td>515</td>
<td>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, intrapersonal, 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.</td>
<td></td>
<td>✔️</td>
<td></td>
<td>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9</td>
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<tr>
<td>520</td>
<td><strong>Parent counseling:</strong> 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.</td>
<td>☑️</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)</td>
</tr>
<tr>
<td>525</td>
<td><strong>Social work services:</strong> 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.</td>
<td>☑️</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)</td>
</tr>
<tr>
<td>530</td>
<td><strong>Psychological services:</strong> 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.</td>
<td>☑️</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)</td>
</tr>
<tr>
<td>535</td>
<td><strong>Behavior intervention services:</strong> 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.</td>
<td>☑️</td>
<td></td>
<td></td>
<td>5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)</td>
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<tr>
<td>540</td>
<td><strong>Day treatment services</strong>: Structured education, training, and support services to address the student’s mental health needs.</td>
<td></td>
<td></td>
<td>✓</td>
<td>Health &amp; Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)</td>
</tr>
<tr>
<td>545</td>
<td><strong>Residential treatment services</strong>: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.</td>
<td></td>
<td></td>
<td>✓</td>
<td>Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671</td>
</tr>
<tr>
<td>610</td>
<td><strong>Specialized services for low incidence disabilities</strong>: 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34</td>
</tr>
<tr>
<td>710</td>
<td><strong>Specialized deaf and hard of hearing services</strong>: 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34</td>
</tr>
<tr>
<td>715</td>
<td><strong>Interpreter services</strong>: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)</td>
</tr>
<tr>
<td>720</td>
<td><strong>Audiological services</strong>: 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)</td>
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<td>725</td>
<td>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.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3030(d); 30 EC Section 56364.1</td>
</tr>
<tr>
<td>730</td>
<td>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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)</td>
</tr>
<tr>
<td>735</td>
<td>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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)</td>
</tr>
<tr>
<td>740</td>
<td>Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)</td>
</tr>
<tr>
<td>745</td>
<td>Reading services</td>
<td></td>
<td>✓</td>
<td></td>
<td>5 CCR Section 3051.16</td>
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<td>750</td>
<td><strong>Note taking services</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.16</td>
</tr>
<tr>
<td>755</td>
<td><strong>Transcription services</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.16</td>
</tr>
<tr>
<td>760</td>
<td><strong>Recreation services, includes therapeutic recreation</strong>: 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)</td>
</tr>
<tr>
<td>820</td>
<td><strong>College awareness</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>34 CFR sections 300.39 (b)(5), 300.43</td>
</tr>
<tr>
<td>830</td>
<td><strong>Vocational assessment, counseling, guidance, and career assessment</strong>: 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.</td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</td>
</tr>
<tr>
<td>840</td>
<td><strong>Career awareness</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</td>
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<td>850</td>
<td><strong>Work experience education</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</td>
</tr>
<tr>
<td>855</td>
<td><strong>Job Coaching</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</td>
</tr>
<tr>
<td>860</td>
<td><strong>Mentoring</strong>: 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.</td>
<td></td>
<td></td>
<td>✓</td>
<td>5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</td>
</tr>
<tr>
<td>865</td>
<td><strong>Agency linkages (referral and placement)</strong>: 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 of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).</td>
<td>✓</td>
<td></td>
<td></td>
<td>30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)</td>
</tr>
<tr>
<td>870</td>
<td><strong>Travel training (includes mobility training)</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td>5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)</td>
</tr>
<tr>
<td>890</td>
<td><strong>Other transition services</strong>: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.
<table>
<thead>
<tr>
<th>Code</th>
<th>Special Education Service Category Descriptions</th>
<th>Adopted</th>
<th>Modified</th>
<th>Not Currently Utilized</th>
<th>Compliance Standard (Legal Requirement*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>900**</td>
<td><strong>Other special education/related services</strong>: Any other specialized service required for a student with a disability to receive educational benefit.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

* B&PC-Business and Professional Codes  
CCR-California Code of Regulations  
CFR-Code of Federal Regulations  
EC-Education Code  
GC-Government Code  

** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.

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