

Amador County Public Schools

ACUSD/ACOE Board of Trustees
Joint Meeting: A Special Education Study Session

August 6, 2019

Facilitated by:

Dr. Steve Russell, ACOE Superintendent

Dr. Amy Slavensky, ACUSD Superintendent

Mr. Jared Critchfield, Assistant Superintendent, Business Services

Mr. Sean Snider, Assistant Superintendent, Educational Services

Agenda

- Purpose of the Study Session
- Special Education: Funding in Amador County Public Schools
- Special Education: Best Practices
- Special Education Study Team Process
- Interaction & Discussion
- Next Steps

Purpose of the Study Session

- Study the various funding mechanisms that support Special Education in Amador County Public Schools
- Increase understanding of best practices related to Special Education in CA
- Understand the process for a Special Education Study Team
- Have discussion and ask questions

3

SpED Funding: Federal

- Individuals with Disabilities Education Act (IDEA)
 - Basic Local (K-12)
 - Early Intervention (Infant)
 - Preschool Grant Part B
 - Mental Health

4

SpED Funding: State

- CA Assembly Bill 602 (AB 602)
 - General Funding
 - Low Incidence
 - Out of Home
 - Program Specialist Regionalized Services (SELPA)
- Early Education for Individuals w/ Exceptional Needs
- Infant Discretionary
- Work Ability
- Lottery
- Mental Health

5

SpED Funding: Local

- ACUSD Contribution to Program
- ACUSD LCFF for Students in COE Operated Programs
- ACUSD Transportation Contribution
- ACOE Contribution to Program
- ACOE Transportation (LCFF Hold Harmless)
- ACOE Transportation Contribution
- ACOE Property Tax Transfer

6

SpEd Program: Best Practices

Time for Reading, Thinking and Talking:

Please:

- Read p. 5 of "The Edge Newsletter," Supporting Inclusive Practices Project, Spring 2018.
- Mark areas that are important to you, and think about why they are important to you.
- Let's have some conversation about this!

- ❖ Universal Design for Learning
- ❖ Professional Learning Communities
- ❖ Policy to Practice

7

SpEd Program: Best Practices

Time for Reading, Thinking and Talking:

Please:

- Go to pp. 11-13 of "The Edge Newsletter," Supporting Inclusive Practices Project, Spring 2018.
- Read p. 11 and the "High Expectations" section on p. 13.
- Let's have some conversation about this!

"When we separate kids," says Parry, "we create a highly dysfunctional culture." (p. 11)

Co-teaching is one very powerful way to provide the least restrictive environment and engage all learners with high expectations and the support needed to ensure student success!

8

The Role of the SELPA Board

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 SELPA Local Plan for Special Education.
4. Participate in the governance of the ACOE SELPA through its designated representative, the ACOE SELPA Director. The ACOE 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).

(As per the ACOE SELPA Local Plan for Special Education, p. 18)

9

Proposed Process and Timeline: SpEd Study Team

- Now: Interview, select, and recommend to the Board external facilitator(s) to support the process. Consider those with key expertise in effective communication and collaboration strategies.
- Now: Interview, select, and recommend to the Board external support for technical assistance (TA).
- August 14th: Recommend Board approval of the facilitator(s) and TA provider.
- August/September: Convene a team that is representative of all stakeholders.
- September-January: Work with the external facilitators and TA provider to lead the SpEd Study Team.
- January 22, 2020: SpEd Study Team makes recommendation to the Board for approval and Fall 2020 implementation.

10

Next Steps

1. Study the fiscal pros and cons related to transfer of some or all parts of the Special Education program from ACOE to ACUSD.
2. Consider ACUSD Board action on August 14th (must be prior to September 1st) to authorize the District to proceed with studying options with a collaborative stakeholder team, per the ACOE/ACUSD SELPA Plan, pp. 28-31.
3. Consider external facilitation of a collaborative stakeholder team to study and make recommendations for the ACUSD Board's consideration.
4. Pending ACUSD Board action prior to September 1st:
 - Develop a collaborative stakeholder team
 - Begin the work of learning, studying and thinking together related to the possible transfer of program
 - Bring an update to the Board in late Fall 2019
 - Bring a recommendation to the Board in Winter 2020

11

Discussion & Questions



12