AGENDA
AMADOR COUNTY SELPA
GOVERNING BOARD MEETING
Wednesday, May 12, 2021
OPEN SESSION: 5:00 PM

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

NOTE: Due to COVID-19 this meeting will be available to the public via Zoom and following the meeting recorded audio will be available on our website.
Zoom offers closed captioning during live conferences for disabled persons.
To access the meeting online Join Zoom Meeting
Join Zoom Meeting
https://us02web.zoom.us/j/89197799300?pwd=QTZ2Z1VYRnFGVU52WW1GUEJKQzYrQT09

Meeting ID: 891 9779 9300
Passcode: 51221
One tap mobile
+16699009128,,89197799300#,,,,*51221#
Directions for accessing the meeting will also be included on our webpage with the meeting link. https://amadorcoe.org/minutes-agendas/

NOTE: A copy of the Board agenda and backup materials is available for inspection and review on the Amador County Unified School District Website at www.amadorcoe.org. An audio recording of the Board Meeting is made. If you are in need of a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org.

SELPA Governing Board of Trustees meetings are meetings of the Governing Board in public, as per the Brown Act open meeting law. Board Meetings are not meetings for the public to interact informally with the Board. Members of the public may speak formally to the Board by completing a speaker card and giving it to the Communication Specialist.

If a person or group of persons disrupt the orderly conduct of a meeting, the legislative body has a right to order those persons removed from the meeting. If order still cannot be restored after removal of the individuals disrupting the meeting, members of the legislative body can order the room cleared and continue with the meeting. (Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

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

1.0 CALL TO ORDER

2.0 BOARD MEMBERS
[ ] James Whitaker, President
[ ] Deborah Pulskamp
[ ] James Marzano
[ ] Julia Burns
[ ] Kandi Thompson
[ ] Dr. Amy Slavensky, District Superintendent / Secretary

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.
[Government Code §54954.2]
The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.

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*The Amador County SELPA complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the SELPA Director’s Office by calling (209) 257-5308. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you need a hard copy of the agenda, please email the Communication Specialist at demi.wright@acusd.org.
MINUTES
AMADOR COUNTY SELPA
GOVERNING BOARD MEETING

Wednesday, April 28, 2021
OPEN SESSION: 6:00 PM

Meeting Location: Amador County Building, 810 Court Street, Jackson, Remote meeting via Zoom for public access.

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https://us02web.zoom.us/j/84749317441?pwd=ZE56U2FTeFRMU2pZdhIIFcWJOZmNNdz09

Meeting ID: 847 4931 7441
Passcode: 42821
One tap mobile
+16699009128,,84749317441#,,,,*42821#
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(Government Code §54957.9; Penal Code §8403; Elections Code §18340; Acosta v. City of Costa Mesa (9th Cir. 2013) 718 F.3d 800; White v. City of Norwalk (9th Cir. 1990) 900F.2d 1421, 1425.)

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1.0 CALL TO ORDER 6:00 PM

2.0 BOARD MEMBERS
[X] James Whitaker, President
[X] Deborah Pulskamp
[X] James Marzano
[X] Julia Burns
[X] Kandi Thompson
[X] Dr. Amy Slavensky, District Superintendent / Secretary

The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.

[Government Code §54954.2]
3.0 **PLEDGE OF ALLEGIANCE**  
Mr. Critchfield led the pledge.

4.0 **ROLL TAKEN BY THE SECRETARY TO THE GOVERNING BOARD**

5.0 **ADDITIONS/DELETIONS OR CORRECTIONS TO THE AGENDA**

6.0 **PUBLIC COMMENTS**  
Public comments regarding Discussion/Action Items will be addressed during this time. Due to Zoom limitations, all public comments should be addressed at this time. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. NOTE: If you wish to address the Board please complete a speaker card and give it to the Board Clerk or Communications Specialist.  
There were no public comments.

7.0 **CONSENT AGENDA**  
Board Member Thompson motioned to approve the consent agenda and Board Member Pulskamp seconded the motion. **The motion passed 7-0.**

7.1 **Minutes**  
7.1a SELPA Board Meeting 4-14-21

7.2 **Personnel** (Mr. Vicari)  
7.2a Current Personnel Recommendations

8.0 **DISCUSSION/ACTION ITEMS**  
8.1 **2021-2022 Amador County Special Education Local Plan Area (SELPA) Local Plan - First Reading – Discussion/Action** (Approximately 20 minutes) (Mrs. Brown)  
The Individuals with Disabilities Education Act 20 United States Code (20 USC) Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services. Mrs. Brown read through each section of the local plan and answered questions from the board. You can listen to the full discussion here.  
Board Member Slavensky motioned to declare a successful first reading with the discussed revisions/edits and Board Member Burns seconded the motion. **The motion passed 7-0.**

9.0 **NEXT MEETING**  
The next regularly scheduled meeting of the Amador County SELPA Governing Board is Wednesday, May 12, 2021 at 6:00 PM.

10.0 **ADJOURNMENT**  
6:22 PM  
*The Amador County SELPA complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the SELPA Director’s Office by calling (209) 257-5308. All efforts will be made for reasonable accommodations.*

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AGENDA ITEM #: 8.1

SUBJECT:
Public Hearing: Annual SELPA Local Plan Update – Discussion

BACKGROUND INFORMATION:
The Individuals with Disabilities Education Act 20 United States Code (20 USC) Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services. A Public Hearing to consider adoption of the 2021-2022 Amador County Special Education Local Plan Area (SELPA) Local Plan. This is a required Public Hearing to consider adoption of the 2021-2022 Amador County Special Education Local Plan Area (SELPA) Local Plan.

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

The Amador County SELPA ensures access to special education and related services for all students with disabilities residing within Amador County. Beginning July 1, 2020, all SELPAs were required to submit a Board approved Local Plan, using the CDE-adopted templates.

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

RECOMMENDATION:
The Superintendent recommends that the Board of Trustees hold the Public Hearing.

PRESENTED BY:
Kathryn Brown, Special Education/SELPA Consultant
AGENDA ITEM #: 8.2

SUBJECT:
Annual SELPA Local Plan Update – Second Reading/Adoption – Discussion/Action

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

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

The Amador County SELPA ensures access to special education and related services for all students with disabilities residing within Amador County. Beginning July 1, 2020, all SELPAs were required to submit a Board approved Local Plan, using the CDE-adopted templates.

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

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

PRESENTED BY:
Kathryn Brown, Special Education/SELPA Consultant
LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission
Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☐ Local Plan Section B: Governance and Administration
  - Local Plan Section B
  - Certifications 1, 3, 4 and 5 are required
  - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

☐ Local Plan Section D: Annual Budget Plan
  Select if this Local Plan Section D submission was revised after June 30th due date
  - Local Plan Section D
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I-V are required
  - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☐ Local Plan Section E: Annual Service Plan
  Select if this Local Plan Section E submission was revised after June 30th due date
  - Local Plan Section E
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I and VI are required
  - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes
Section A: Contacts and Certifications

SELPA  Amador County  Fiscal Year  2021–22

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at http://www.cde.ca.gov/sp/se/as/caselpas.asp.

SELPA  0300

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name  Amador County
Street Address  217 Rex Avenue  Zip Code  95642
City  Jackson  County  Amador
Mailing Address  217 Rex Avenue
City  Jackson  Zip Code  95642
Administrator First Name  Kathryn  Administrator Last Name  Brown
Administrator Title  SELPA Consultant
Administrator's Email  kathryn.brown@acusd.org
Telephone  (209) 273-7866  Extension

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name  Amador County Office of Education
Street Address  217 Rex Avenue  Zip Code  95642
Section A: Contacts and Certifications

SELPA Amador County Fiscal Year 2021–22

City Jackson County Amador

Contact First Name Robert Last Name Russell

Contact Title ACOE Superintendent

Email rrussell@acUSD.org

Telephone (209) 257-5330 Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California Education Code (EC) sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☐ Yes ☐ No

A6. Pursuant to EC Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on: Apr 6, 2021

County Office of Education

A7. Pursuant to EC sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users my select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.
Section A: Contacts and Certifications

SELPA Amador County  
Fiscal Year 2021–22

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

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Add COE  Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date Apr 27, 2021
SELPA Public Hearing Date May 12, 2021

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date Apr 27, 2021
SELPA Public Hearing Date May 12, 2021

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:
Section A: Contacts and Certifications

SELPA: Amador County

Fiscal Year: 2021-22

☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) AND one or more COEs).

☐ Small and Sparse or Isolated: This selection must meet requirements for COE joined Selpas as described above, and EC sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration 2020-21

Section D: Annual Budget Plan 2020-21

Section E: Annual Service Plan 2020-21

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

<table>
<thead>
<tr>
<th>Add</th>
<th>Agency</th>
<th>First and Last Name</th>
<th>Title</th>
<th>Section</th>
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<tr>
<td></td>
<td>CAC</td>
<td>Maia Ginnelly</td>
<td>CAC</td>
<td>Section B</td>
</tr>
<tr>
<td></td>
<td>Amador County Office of Education</td>
<td>Lisa Valdez-Shaw</td>
<td>Administrator-Spec. Ed.</td>
<td>Multiple</td>
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<tr>
<td></td>
<td>Amador County Unified School District</td>
<td>Rachael Shaw-Escalona</td>
<td>Other</td>
<td>Multiple</td>
</tr>
<tr>
<td></td>
<td>Amador County Unified School District</td>
<td>Amy Slavensky, Ph.D.</td>
<td>Administrator-Gen. Ed.</td>
<td>All</td>
</tr>
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2021-22 CDE Local Plan Submission
Section A: Contacts and Certifications

SELPA  Amador County  Fiscal Year  2021–22

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<th>Agency</th>
<th>First and Last Name</th>
<th>Title</th>
<th>Section</th>
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<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>Robert Russell, Ph. D.</td>
<td>Other</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
  Number Submitted 1
- Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
  Number Submitted 1

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA’s assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE’s record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE’s processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.
Section A: Contacts and Certifications

SELPA Amador County

Fiscal Year 2021-22

Certification 1
Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of United States Code (USC) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 USC, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 USC, 12101 et seq.; Code of Federal Regulations, Title 34, Parts 300 and 303; EC Part 30; and the California Code of Regulations, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA  ☐ Multiple LEA SELPA  ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity. I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☐ Yes  ☐ No  (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☐ Yes  ☐ No  (If the answer is "NO," please include comments.)

2021-22 CDE Local Plan Submission
Section A: Contacts and Certifications

SELPA Amador County Fiscal Year 2021–22

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

amadorcoe.org/departments/special-education/

Amador County Office of Education

Administrative Entity*

Community Advisory Committee

SELPA Governance Council or Responsible Individual

Kathryn Brown

SELPA Administrator

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity’s designee identified in item A4 of Section A must electronically sign here.
Section A: Contacts and Certifications

SELPA: Amador County  Fiscal Year: 2021–22

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of United States Code (USC) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 USC, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 USC, 12101 et seq.; Code of Federal Regulations, Title 34, Parts 300 and 303; EC Part 30; and the California Code of Regulations, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA  ☐ Multiple LEA SELPA  ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☐ Yes  ☐ No  (If the answer is "NO," please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

2021–22 CDE Local Plan Submission
Section A: Contacts and Certifications

SELPA  Amador County  Fiscal Year  2021–22

☐ Yes  ☐ No  (If the answer is “NO,” please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

amadorcoe.org/departments/special-education

Amador County Office of Education

Administrative Entity*

Community Advisory Committee

SELPA Governance Council or Responsible Individual

Kathryn Brown

SELPA Administrator

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2021–22 CDE Local Plan Submission
LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2021-22

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

and the Amador County SELPA Governing Board a local plan for the education of all individuals with exceptional needs. The Amador County SELPA Governing Board will be made up of the following seven (7) members:

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

EC 56195.1 The governing board of a district shall elect to do one of the following:
(a)(12)(D) If a sufficient size and scope, under standards adopted by the board, submit to the superintendent a local plan for the education of all individuals with exceptional needs residing in the district in accordance with Chapter 3 (commencing with Section 56205 (a)).
(b)(12)(0) A description of the governance and administration of the plan, including identification of the governing body of a multidistrict plan or the individual responsible for administration in a single district plan, and the elected officials to whom the governing body or individual is responsible EC 56205(a)(12)(A).

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

RESPONSIBILITIES OF AMADOR COUNTY SELPA GOVERNING BOARD MEMBERS

The Amador County SELPA Governing Board shall:
1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.

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

3. Review and approve revisions of the Amador County SELPA Local Plan for Special Education.

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

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

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

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

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

AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN

Local Plans submitted to be approved by the CDE need to be amended when there is a change in the federal 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 SELPA may choose to amend the local plan any time a change is deemed necessary.

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

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.

FORMAL PROGRAM TRANSFER POLICY

Pursuant to EC 56205 12(D)(i) specify the responsibilities of each participating county office and district governing board in the policy making 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.

1. 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 locally funded and purchased equipment by the sending LEA for a particular student. The equipment will follow the student with the program transfer. However, the equipment will remain the property of the sending district LEA.

B. Transfer of Students from Multiple Classes

The transfer of students from multiple 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.

VIII. Student Records

When the transfer of a program is completed, the sending LEA and receiving LEA will develop a plan for the transfer of all student records to the receiving LEA. The record transfer plan will be completed within thirty (30) calendar days of the proposed transfer date.

IX. Certificated/Classified Employee Transfers

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

A. Procedures:

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

During the months of March and April, the Assistant Superintendent of Human Resources will collaborate with the labor leaders associated with the program transfer to establish written agreements, consistent with EC 44903.7 (pertaining to certificated employees) and EC 45120.2 (pertaining to classified employees), to be signed by each affected employee. The written agreement will include the protections afforded to the employees and the effective date of the transfer. See the sample Classified Employment Transfer Confirmation and Acknowledgment form, the sample Certificated Employment Transfer Confirmation and Acknowledgment form, and the sample Administrative Employment Transfer Confirmation and Acknowledgment form beginning on page B-10.

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, 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
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September 2017, if approved, would take effect on July 1, 2018), provided that the request is approved by a unanimous vote of the SELPA Governing Board. If the request is not approved by a majority vote of the SELPA Governing Board, it may not be implemented any earlier than the first day of the second fiscal year beginning after the date upon which the sending or receiving LEA has informed the other LEA and the SELPA Governing Board of the intended program transfer. Requests to transfer a program, to withdraw a request for a transfer, or any other request made pursuant to this policy will be denied if submitted untimely unless, in the sole discretion and judgment of the Program Transfer Committee, extraordinary circumstances on a case-by-case basis warrant consideration of an untimely submission.

Program Transfer Committee, Timeline and Procedure

The proposed receiving LEA shall submit a letter to the sending LEA and the SELPA Administrative Unit ("AU") prior to September 1. The receiving LEA shall also submit a plan to the SELPA AU prior to September 1 addressing all of the required program transfer plan components set forth in section EC 56207. All proposed program transfers shall be considered by a Program Transfer Committee comprised of representatives from the LEAs, the Community Advisory Committee (CAC), and the SELPA Governance Board.

The Program Transfer Committee shall include three members of the SELPA Governance Board, the SELPA Director, elementary and secondary principals, special education teachers, general education teachers, DIS providers, classified personnel, labor leaders representing ACTA, SEAC, CSEA Unit 239 and CSEA Unit 827, CAC members in good standing, and three parents of children currently enrolled in the Amador County SELPA. The SELPA Governing Board shall appoint, by majority vote, members of the Program Transfer Committee.

The Program Transfer Committee will review each proposed program transfer and consider whether each proposed program transfer meets the Transfer Guideline criteria set forth in Section III, below. On the basis of this review, the Program Transfer Committee shall formulate a recommendation as to each proposed program transfer for approval by the SELPA Governing Board and the ACUSD Board of Trustees. Recommendations shall be reached through a consensus reaching process and/or by majority vote of the Program Transfer Committee. Members of the Committee who disagree with the consensus and/or majority recommendation on a proposed program transfer may state, for the record, the basis of their disagreement.

III. Transfer Guidelines/Factors

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

1. Is the program transfer consistent with pupil needs?
2. Will the program transfer ensure the availability of a full continuum of services to affected pupils?

3. Will the program transfer impact the functional continuation of the current IEPs of all affected pupils?

4. Will the program transfer allow the provision of services in the least restrictive environment from which affected pupils can benefit?

5. Will the program transfer affect the maintenance of all appropriate services? The assurance that there will be compliance with all federal and state laws and regulations and special education local plan areas policies.

6. The means through which parents and staff were represented in the planning process.

IV. Individualized Education Program

It is recommended that the Program Transfer IEP be completed by March 1st for the student(s) who will be affected by the agreed upon program transfer to take place on July 1st of the next school year.

V. Funding SELPA Member Districts

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

VI. Facilities

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

VII. Materials and Equipment

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

During the months of March and April, the Assistant Superintendent of Human Resources will collaborate with the labor leaders associated with the program transfer to establish written agreements, consistent with EC 44903.7 (pertaining to certificated employees) and EC 45120.2 (pertaining to classified employees), to be signed by each affected employee. The written agreement will include the protections afforded to the employees and the effective date of the transfer. See the sample Classified Employment Transfer Confirmation and Acknowledgment form, the sample Certified Employment Transfer Confirmation and Acknowledgment form, and the sample Administrative Employment Transfer Confirmation and Acknowledgment form beginning on page B-10.

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.

Sample Letter Certificated Employees

Amador County Unified School District

Certificated Employment Transfer

Confirmation and Acknowledgement

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

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

A. I voluntarily resign from my position with ACOE, effective October 31, 2020.

B. I voluntarily accept the same or comparable position with ACUSD, effective November 1, 2020.

C. I have been informed and understand that, pursuant to Education Code section 44903.7, in my new position at ACUSD, I am entitled to and will retain the following rights:

1) I retain my original seniority date and classification based upon my employment with ACOE. All years served with ACOE will be credited for placement on the ACUSD's salary schedule.

2) If I am reassigned or transferred as a result of the reorganization, I will have first priority (after laid off certificated employees) for being informed of and in filling a vacant special education
position in ACUSD, for which I am certificated to hold. This priority continues for 24 months.

3) If am laid off as a result of the reorganization, I will have first priority for being informed of and in filling a vacant position for which I am certificated and was employed, in any district or county office within the SELPA that provides the same type of special education programs and services for the pupils previously served by me. This priority continues for 39 months for permanent employees and 24 months for probationary employees beginning on the date of termination.

Acknowledgment of Understanding:

I, __________________ , have read this Confirmation and Acknowledgement and understand and agree to its terms. I acknowledge that I am resigning my position with ACOE and accepting a position with ACUSD consistent with the terms above.

Signature of Employee __________________ Date __________ Phone Number ______________

Address ___________________________ Zip Code __________

Sample Letter Classified Employees

Amador County Unified School District

Classified Employment Transfer

Confirmation and Acknowledgement

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

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

1. I voluntarily resign from my position with ACOE, effective June 30, 2020.
2. I voluntarily accept the same or comparable position with ACUSD, effective July 1, 2020.
3. I have been informed and understand that, pursuant to Education Code section 45120.2, in my new position at ACUSD, I am entitled to and will retain my original seniority date and classification based upon my employment with ACOE. All years served with ACOE will be credited for placement on ACUSD’s salary schedule.

Acknowledgment of Understanding:

I, ____________________, have read this Confirmation and Acknowledgement and understand and agree to its terms. I acknowledge that I am resigning my position with ACOE and accepting a position with ACUSD consistent with the terms above.

Signature of Employee______________ Date________ Phone Number____________

Address________________________________________ Zip Code_______

Sample Letter Certificated Administrator

Amador County Unified School District

Certificated Administrator Employment Transfer

Confirmation and Acknowledgement

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

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

A. I voluntarily resign from my position with ACOE, effective June 30, 2020.

B. I voluntarily accept the same or comparable position with ACUSD, effective July 1, 2020.

C. I have been informed and understand that, pursuant to Education Code section 44903.7, in my new position at ACUSD, I am entitled to and will retain the following rights:
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1) I retain my original seniority date and classification based upon my employment with ACOE. All years served with ACOE will be credited for placement on the ACUSD’s salary schedule.

2) If I am reassigned or transferred as a result of the reorganization, I will have first priority (after laid off certificated employees) for being informed of and in filling a vacant special education position in ACUSD, for which I am certificated to hold. This priority continues for 24 months.

3) If I am laid off as a result of the reorganization, I will have first priority for being informed of and in filling a vacant position for which I am certificated and was employed, in any district or county office within the SELPA that provides the same type of special education programs and services for the pupils previously served by me. This priority continues for 39 months for permanent employees and 24 months for probationary employees beginning on the date of termination.

Acknowledgment of Understanding:

I, __________________________, have read this Confirmation and Acknowledgment and understand and agree to its terms. I acknowledge that I am resigning my position with ACOE and accepting a position with ACUSD consistent with the terms above.

Signature of Employee________________________ Date________ Phone Number________
Address________________________________________ Zip Code________

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

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

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

2. Receipt and distribution of special education funds to accounts exclusively designated for
3. The employment of moderate to severe special education and designated instructional services (DIS) staff to support SELPA functions.

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

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

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

**SELPA CHARTER SCHOOL POLICY**

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

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

EC 56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (1) of §56195.7 or Section 56936.05 in the same manner as other local educational agencies of the special education local plan area. E.C. 56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

CHARTER SCHOOLS E.C.56207.5 (a-c) It shall be the policy of the LEA that is requested by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. Special Education Service to Students Voluntarily Enrolled in Charter Schools.

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

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

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

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

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

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

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

Categories of Charter Schools

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

1. Charter School as a LEA

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

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

Policy Statement

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

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

COMMUNITY ADVISORY COMMITTEE

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

The Community Advisory Committee (CAC) for the Amador County SELPA is comprised of parents of persons with disabilities enrolled in public or non-public schools within Amador County, 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.

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

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

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

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

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

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

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

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

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

2. Receipt and distribution of special education funds to accounts exclusively designated for
3. The employment of moderate to severe special education and designated instructional services (DIS) teachers and staff to support SELPA functions.

4. Support provided, as needed or requested, to ACUSD to ensure all mild to moderate special education services are provided according to law, including but not limited to a positive, collaborative working relationship between and with the ACUSD Superintendent and the SELPA Director. The ACOE and ACUSD Special Education Department, under the direction of the SELPA Director, is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

REGIONALIZED OPERATIONS AND PROGRAM SPECIALIST SUPPORT EC

56205(a)(12) (B), 56205(b)(I)(F)

A description of the regionalized operations and services listed in Section EC 56836.23 and the direct instructional support provided through the plan. Participating agencies may enter into additional contractual arrangements with the Amador County SELPA to meet the requirement of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where Amador County SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities.

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

Program Specialists are employed by ACOE or ACUSD, and serve under the direction of the Director of Special Education/SELPA Director. The ACOE or the ACUSD Superintendent approves the employment of program specialists for ACOE or ACUSD following the procedures outlined in Ed. Code Section 56780. Safeguards for the assurance of appropriate
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use of program specialist funds are the responsibility of the employer as detailed in Ed. Code Sections 56220(c) (1), 56368, 56780.

10. For multi-LEA local plans, specify:

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

The responsibilities of each participating COE and LEA governing board in the policymaking process see Governance section of Local Plan.

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

The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan Section B.

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

The responsibilities of each LEA and COE for coordinating the administration of the local plan:
See immediate section below.

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

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

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

SELPA STAFF 56205 (a)(12)(D)(i), 56205(a)(12)(0)(ii)(l) The Amador County SELPA Governing Board assures that the SELPA shall identify the needs of the designated positions necessary for the operation of the SELPA functions according to this policy. In reviewing and approving the SELPA Budget and Service Delivery Plan on an annual basis, the Amador County SELPA.
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Governing Board approves the staffing recommendations of the SELPA. The SELPA Director, in conjunction with the ACUSD Assistant Superintendent of Human Resources and the hiring manager (usually the school principal) shall use a consistent selection process for hiring and staffing. ACUSD candidates selected in the final interview shall be recommended to the ACUSD Board of Trustees for approval. ACOE candidates selected in the final interview shall be recommended to the County Superintendent for approval.

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

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

SUPERINTENDENT EC 56205 (a) (12)(D)(l)

The ACOE Superintendent shall be responsible for the moderate to severe special education programs operated by the SELPA, the DIS services provided to all students served by the AC SELPA, and for implementing all requirements of the Local Plan.

The ACUSD Superintendent shall be responsible for the mild to moderate special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

DIRECTOR OF SPECIAL EDUCATION/SELPA

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

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

ESSENTIAL FUNCTIONS:
Leadership and Management

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

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

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

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

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

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

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

8. Serves as the Amador County SELPA Director and collaborates with ACOE, as needed, to administer and implement the Special Education Local Plan.

9. Develops and monitors regional inter agency agreements.

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

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

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

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

14. Represents and/or advises the District in mediation/due process hearings, complaints and Section 504 investigations.
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15. Assumes statewide liaison role with the California Department of Education and related professional organizations.

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

Personnel Administration and Management

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

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

3. Directly supervises and evaluates assigned personnel.

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

Public Relations and Communications

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

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

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

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

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

GENERAL QUALIFICATIONS:

Knowledge and demonstration of:

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

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

3. Policies, goals and objectives of the Special Education program.
4. Policies and objectives of SELPA programs and activities.

5. State, local and regional resources.

6. Intervention, MTSS, and inclusive models.

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

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


10. Interagency requirements and regulations.

11. Screening and interviewing processes and procedures.

Ability to:

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

2. Supervise the performance of assigned personnel.

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

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

5. Meet schedules and timelines.

6. Prepare comprehensive narrative and statistical reports.

EDUCATION AND EXPERIENCE REQUIRED:

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

PROGRAM SPECIALIST-BEHAVIOR INTERVENTION

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

To Include:

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

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

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

4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
   a. 30-day placement/interim meetings
   b. change of placements
   c. triennials and annual IEPs for Special Day Class students
   d. IEPs held for special purposes where teachers or site administrators request support/assistance.

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

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

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

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

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

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

j. Serve as a liaison and consultant to other professionals, appropriate agencies and the
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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 of Special Education, will plan, organize, coordinate and participate directly in special education services, plan and coordinated staff development programs for special education and general education staff and provide consultation to specialized instructors.

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

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

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

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

4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
   a. 30-day placement/interim meetings
   b. change of placements
   c. triennials and annual IEPs for Special Day Class students
   d. IEPs held for special purposes where teachers or site administrators request support/assistance

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

6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.
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7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.

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

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

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

11. Other duties as assigned.

ESSENTIAL SCHOOL PSYCHOLOGIST JOB TASKS:

Essential tasks include, but are not limited to:

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

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

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

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

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

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

Perform the following administrative/management related duties and responsibilities:

Attend IEP/IFSP meetings as Psychologist and/or Administrative Designee for Resource Program, Special Day Class, Infant Program, Preschool Program

Gather preplacement information to be shared with IEP initial assessment team

Develop and/or monitor discipline procedures, behavior management programs and behavior...
plans

Provide case management of emotionally disturbed students

Communicate and collaborate with community partners and state agencies such as Amador County Behavioral Health, Amador County Social Services, Valley Mountain Regional Center, Juvenile Justice, Department of Rehabilitation, State Board of Education, community service agencies, etc.

 Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.

Participate as a member of SELPA committees, the Community Advisory Committee and other related committees (e.g., curriculum development and organization, Special Education site teams, program committees, technical development, infant program, grant writing, research and program evaluation, etc.)

PROGRAM SPECIALIST

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

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

1. Provide assistance to the Director of Special Education/SELPA Director, and support to special education staff.

2. Serve as administrative designee at IEP meetings as follows:

a. 30-day Special Day Class Placements

b. Change of placements

c. Triennials and annual IEPs for Special Day Class students

d. IEPs held for special purposes for learning disabled or Resource students where teacher or site administrators request support/assistance.

3. Provide classroom support to new teachers, including the following: IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following SELPA and COE policies and procedures.

4. Observe, consult with, and assist Special Day Class teachers, Resource Specialist teachers,
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Designated Instructional Service personnel, and other specialists.

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

6. Generate/return phone calls regarding student issues.

7. Provide support to site administrators, teachers, parents, and support staff with technical information and facilitation regarding IEP activities.

8. Coordinate full inclusion students/aides.

9. Evaluate classified personnel as assigned.

10. Keeps the Director of Special Education/SELPA Director informed and up to date on respective county matters.

11. Works closely with Psychologists regarding referral process, assessments, and behavior planning and management systems.

12. Participates in the screening and selection process for certificated and classified personnel.

13. Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.

14. Participate as a member of SELPA committees, the Community Advisory Committee and other related committees (e.g., curriculum development and organization, Special Education site teams, program committees, technical development, infant program, grant writing, research and program evaluation, etc.)

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

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

Responsibilities for distribution of federal and state funds EC 56205 (a)(I2)(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.
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c. The operation of special education programs:

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

EC 56303 A pupil shall be referred to special educational instruction and services only after the resources of general education programs have been considered and, and where appropriate, utilized. It is the intention of the SELPA to provide a full continuum of services to students with disabilities enrolled in the LEA within the governing SELPA. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. Amador County SELPA has committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment. To assure a full continuum of program options are available in ACOE Amador County SELPA, to the maximum extent possible, the Amador County SELPA will work toward achievement of the following goals:

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

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

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

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

5. Placement outside these guidelines is justified and documented.

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

Monitoring the use of special education funds EC 56205(a)(12)(D)(ii)(II), 56205(a)(12)(D)(ii) (IV), and 56205(b)(1)(G) Funds allocated for special education programs shall be used for services to students with disabilities.

Federal funds under Part B of IDEA may be used for the following activities:
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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 non-disabled children benefit from these services.

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

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

C. Amendments to the annual service and budget plans

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

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

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

Policies, Procedures, and Programs

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

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<th>Policy/Procedure Number:</th>
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<td>Document Title:</td>
<td>Philosophy, Goals, Objectives, and Comprehensive Plans: Comprehensive Local Plan for Special Education</td>
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"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

- Yes  
- No

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

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<th>Policy/Procedure Number:</th>
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<tr>
<td>Document Title:</td>
<td>Philosophy, Goals, Objectives and Comprehensive Plans: Nondiscrimination In District Programs and Activities</td>
</tr>
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</table>

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

- Yes  
- No

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

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

☐ Yes  ☐ No

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

Policy/Procedure Number: BP/AR 6164.4

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


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

☐ Yes  ☐ No

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

Policy/Procedure Number: AR 0430

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

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

☐ Yes  ☐ No

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

Policy/Procedure Number: AR 6159.1

Document Title: Procedural Safeguards And Complaints For Special Education


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

☐ Yes  ☐ No

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

Policy/Procedure Number: AR 6164.4

Document Title: Identification And Evaluation of Individuals For Special Education


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

☐ Yes  ☐ No

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

Policy/Procedure Number: BP/AR 5125
Document Title: Student Records

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

☐ Yes  ☐ No

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

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

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

☐ Yes  ☐ No

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

Policy/Procedure Number: BP/AR 6164.41
Document Title: Children With Disabilities Enrolled By Their Parents in Private School

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

☐ Yes  ☐ No

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

Policy/Procedure Number: BP/AR 0430

Document Title: Comprehensive Local Plan For Special Education


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

☐ Yes  ☐ No

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

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

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


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

☐ Yes  ☐ No
13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:  

Document Title: SELPA Local Plan  

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

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

☐ Yes  ☐ No

14. Personnel Qualifications

Policy/Procedure Number: AR 4112.23  

Document Title: Special Education Staff  


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

☐ Yes  ☐ No

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

Policy/Procedure Number:  

Document Title: SELPA Local Plan  

Special Education Policies and Procedures (revised 2020), Local Plan
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2021-22
Document Location: posted on https://amadorcoe.org

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

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

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures


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

☐ Yes  ☐ No

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

Policy/Procedure Number:

Document Title: Amador County Special Education Policies and Procedures


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

☐ Yes  ☐ No

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

Policy/Procedure Number:  

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Section B: Governance and Administration

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Document Title: Amador County Special Education Policies and Procedures


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

☑ Yes ☐ No

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

Policy/Procedure Number:

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


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

☑ Yes ☐ No

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

Policy/Procedure Number: AR 5144.2

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


"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be
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revised." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No


Policy/Procedure Number: 

Document Title: Amador County Special Education Policies and Procedures


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

☐ Yes  ☐ No

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

Policy/Procedure Number: 

Document Title: Amador County Special Education Policies and Procedures


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

☐ Yes  ☐ No


Policy/Procedure Number: 

Document Title: Amador County Special Education Policies and Procedures


"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a
Section B: Governance and Administration

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prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

- Yes  - No

Administration of Regionalized Operations and Services

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

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Local Plan</td>
</tr>
<tr>
<td>Document Location:</td>
<td>Responsibilities of Local Education Agency Administrators</td>
</tr>
<tr>
<td>Description:</td>
<td>Defines regionalized operation and service functions, direct instructional support provided by program specialists, roles of RLA/AU, the SELPA administrator, and the individual LEAs responsibilities associated with the SELPA.</td>
</tr>
</tbody>
</table>

2. Coordinated system of identification and assessment:

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<th>Reference Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Local Plan</td>
</tr>
<tr>
<td>Document Location:</td>
<td>CHILD FIND</td>
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<tr>
<td>Description:</td>
<td>It shall be the policy of the LEA’s that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to</td>
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Section B: Governance and Administration

SELPA Amador County  Fiscal Year 2021-22

determine which student with disabilities are currently receiving needed special education and related services.

3. Coordinated system of procedural safeguards:

Reference Number: 

Document Title: Local Plan 

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

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

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

Reference Number: 

Document Title: Local Plan 

Document Location: District Website https://amadorcoe.org 

Description: AC SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literary research, state adopted standards and framework, increased participation of students with disabilities in state wide assessment and research based reading strategies. Under the direction of the Director of Special Education/SELPA, the Program Specialist-School Psychologist and Program Specialist-Behavior Intervention Specialist will plan, organize, coordinate and participate directly in special education services, plan and coordinate staff development programs for special education and general education staff and provide consultation to specialized instructors.

5. Coordinated system of curriculum development and alignment with the core curriculum:
### Section B: Governance and Administration

**SELPA** Amador County

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2021-22</th>
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</table>

**Reference Number:**

**Document Title:** ACOE Special Education Policy and Procedures

**Document Location:** https://amadorcoe.org

**Description:**

The Assistant Superintendent of Educational Services, the Director of Special Education/SELPA and the Program Specialist-Psychologist and Program Specialist-Behavior Intervention Specialist collaborate and interact with all SELPA members to determine staff development needs, initiate training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the Community Advisory Committee as well as with various teacher/administrator groups.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

<table>
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<th>Reference Number:</th>
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<tr>
<th>Document Title:</th>
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</thead>
</table>

**Document Location:** https://amadorcoe.org

**Description:**

The Director of Special Education/SELPA is charged with reviewing programs, budget, and staffing plans to assure conformance with the local, State, and federal objectives.

7. Coordinated system of data collection and management:

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**Description:**

The Program Specialist-Psychologist and Program Specialist-Behavior Intervention Specialist under direction of the Director of Special Education/SELPA provide training to teachers and support staff in data collection, the implementation of behavior support plans, and progress monitoring.
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8. Coordination of interagency agreements:

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<tr>
<th>Reference Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Local Plan</td>
</tr>
<tr>
<td>Document Location:</td>
<td><a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
</tr>
<tr>
<td>Description:</td>
<td>It shall be the policy of each LEA that 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 inter-agency dispute resolution process EC 56205(a)(3).</td>
</tr>
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</table>

9. Coordination of services to medical facilities:

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<td>Document Location:</td>
<td><a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
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<tr>
<td>Description:</td>
<td>A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student’s home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code 48206.3)</td>
</tr>
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10. Coordination of services to licensed children's institutions and foster family homes:

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

11. Preparation and transmission of required special education local plan area reports:

Reference Number: 

Document Title: Local Plan

Document Location: https://amadorcoe.org

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

Reference Number:  
Document Title: Local Plan (page 24)  
Document Location: https://amadorcoe.org  

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

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

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

Description: The Board of Trustees desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student’s district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

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

Reference Number:  
Document Title: Local Plan  

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Document Location: https://amadorcoe.org

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

15. Assurance of full educational opportunity:

Reference Number:

Document Title: Local Plan

Document Location: https://amadorcoe.org

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title: SELPA Local Plan

Document Location: https://amadorcoe.org

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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) 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)(V), and 56205(b)(l)(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 non-disabled 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 annual basis the appropriate use of all funds allocated for special education programs EC 56205(a)(12)(D)(ii) (III). Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process which includes conducting a public hearing.

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

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

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

Document Title:  SELPA Local Plan

Document Location:  https://amadorcoe.org

Description:  The AC SELPA Local Plan provides assurances for special education instructional support directed by the Director of Special Education/ SELPA, Program Specialist-Psychologist, Program Specialist-Behavior Intervention Specialist, and Program Specialist(s).

Special Education Local Plan Area Services

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

Reference Number:

Document Title:  SELPA Local Plan

Document Location:  https://amadorcoe.org

Description:  It shall be the policy of each LEA that a transition process for a child who is participating in Early Intervention Programs, (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process will be smooth, timely and effective for the child and the family. These services are the responsibility of each LEA.

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

Reference Number:

Document Title:  ACOE Special Education Policy and Procedures

Document Location:  https://amadorcoe.org

Description:  PUBLIC PARTICIPATION (20 USC § 1412 (a)(19)) It shall be the policy of each LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities, Community Advisory Committee members, and parents of children with disabilities are held prior to the adoption of
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any policies and/or regulations needed to comply with Part B of the IDEA.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

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

Any and all disputes arising out of the interpretation or performance of this agreement shall be subject to the following procedure until a resolution is reached. Once the parties have exhausted the procedures stated in (a)- (c), below, each may pursue a remedy as entitled to them by law. (a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the ACOE's Superintendent or designee shall meet with the District's Superintendent or designee within thirty (30) calendar days to attempt informal resolution of the dispute. (b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) calendar days counting from the initial informal meeting date, shall identify two governing board members who shall jointly meet with the ACOE's designee and the District's Superintendent or designee and attempt to resolve the dispute. (c) If this joint meeting fails to resolve the dispute, the District and the ACOE shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the ACOE, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the ACOE and the District jointly agree to bind themselves. Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material breach of the Agreement.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been
A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. Student Success Team (SST) and RTI/MTSS The Student Success Team (SST) is a general education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to implement in the general education classrooms. Although specialists, such as school psychologists, speech/language pathologists, and resource specialists may be involved in the SST process, the SST is a function of general education. The Student Success Team (SST), or the referring instructional personnel, shall document that accommodations/modifications of the regular program have been attempted and that the results of the modifications have not been effective in meeting the student's need for an appropriate education. In most cases, two or more SST meetings should be convened to assess baseline performance and develop and monitor interventions. Each cycle of intervention should be six to eight weeks in duration with progress monitoring. Prior to a referral for special education evaluation, a series of SST meetings and interventions should be implemented to identify the child's area of behavioral and academic difficulty.

A SST meeting should be convened to

(1) identify the child's area of behavioral, emotional or academic difficulty;

(2) establish a baseline level of performance; and

(3) develop intervention, which generally will be conducted in multiple 6 to 8 week cycles.

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

1. An individual at the school site has a concern about a student's
academic progress. That individual begins to access resources available at the school and/or consult with persons knowledgeable about the individual student or available resource.

2. The student's parent/guardian is contacted for support, information, and sharing of ideas.

3. Attempts are made to accommodate and modify the student's education program in order to address the original concerns. If the student is not making progress after such attempts have been made, a referral is initiated to the Student Success Team (SST).

4. A Student Success Team meeting is held, involving the parent/guardian, the pupil, the general education teacher and any necessary community resources. Documentation of targeted academic and/or behavioral interventions maintained. Generally, intervention should be implemented for not less than 6-8 weeks.

5. Should interventions not produce progress, a follow-up SST should be held to modify current interventions. 6. After two SSTs and two intervention rounds without resulting in progress, a referral to special education may be considered. NOTE: Timelines related to special education assessment apply even if a student is engaged in the SST or RTI/MTSS process. Applicable timelines commence any time an evaluation request is received by the LEA. Parents and the LEA may mutually agree to extend the timeline for special education assessment, if it is determined that the IEP team requires additional time to evaluate the student. However, such agreement must be in writing and signed by the parent and the LEA. (34 CFR 300.309(c); 71 Fed. Reg. 46657-46659 (August 2006).

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

Reference Number: 
Document Title: BP 6159.2 Instruction

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The Board of Trustees recognizes its responsibility to provide all district students, including students with disabilities, a free and appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

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

Reference Number: AR 0430 Philosophy, Goals, Objectives and Comprehensive Plans


Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040) FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101,
300.104) Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are non-disabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1) Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031) The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040) It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)
LOCAL PLAN

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SPECIAL EDUCATION LOCAL PLAN AREA

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

**IMPORTANT:** Pursuant to California Education Code (EC) Section 56048, adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct.

Pursuant to EC Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.
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Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

<table>
<thead>
<tr>
<th>Funding Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Bill (AB) 602 State Aid</td>
<td>2,440,775</td>
<td>20.12%</td>
</tr>
<tr>
<td>AB 602 Property Taxes</td>
<td>442,433</td>
<td>3.65%</td>
</tr>
<tr>
<td>Federal IDEA Part B</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Federal IDEA Part C</td>
<td>837,999</td>
<td>6.91%</td>
</tr>
<tr>
<td>State Infant/Toddler</td>
<td>126,592</td>
<td>1.04%</td>
</tr>
<tr>
<td>State Mental Health</td>
<td>252,296</td>
<td>2.08%</td>
</tr>
<tr>
<td>Federal Mental Health</td>
<td>46,222</td>
<td>0.38%</td>
</tr>
<tr>
<td>Other Revenue*</td>
<td>7,987,136</td>
<td>65.83%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>12,133,453</td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

D2. Using the form template provided in Attachment II, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

| State/local revenues and tuition/encroachement of the general fund.
Section D: Annual Budget Plan

SELPA Amador County  Fiscal Year 2021–22

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Amount</th>
<th>Percentage of Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td>4,286,606</td>
<td>35.33%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td>2,053,349</td>
<td>16.92%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td>2,333,349</td>
<td>19.23%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td>437,962</td>
<td>3.61%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td>2,418,491</td>
<td>19.93%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing*</td>
<td>603,696</td>
<td>4.98%</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>12,133,453</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

D5. Using the templates provided in Attachment III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Special Education bus payment and Indirect costs of programs
Section D: Annual Budget Plan

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Special Education Revenue</td>
<td>3,964,637</td>
<td>32.68%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>955,250</td>
<td>7.87%</td>
</tr>
<tr>
<td>Local Contribution</td>
<td>7,213,566</td>
<td>59.45%</td>
</tr>
<tr>
<td>Total Revenue From All Sources</td>
<td>12,133,453</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

D8. Using the form template provided in Attachment IV, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

ACOE provides educational services to Mod-Severe students as well as Speech, OT, PT, ADPE, AT, VI, DHH, OI, and O&M services

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

ACOE receives the portion of the IDEA funding to cover aides for the Mod-Severe students the remainder is passed through to ACUSD.
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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

<table>
<thead>
<tr>
<th>Accounting Categories and Codes</th>
<th>Amount</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing*</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td></td>
<td>0.00%</td>
</tr>
</tbody>
</table>

D12. *Include a description of the expenditures identified under object code 7000:


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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ Yes  ☐ No

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by EC Section 56205(b)(1)(D)?

☐ Function codes and contracted services are tracked

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities  84,318

Total Projected Expenditures for Students with LI Disabilities  514,513

D15. Using the form template provided in Attachment V, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.
LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

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

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with EC sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

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

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

☐ 330–Specialized Academic Instruction

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

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

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

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

A student requiring these types of services are referred to county agencies for support.

☐ 220–Medical (Ages 0-2 only)  ■ Service is Not Currently Provided

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

A student requiring these types of services are referred to county agencies for support.

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

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

A student requiring these types of services are referred to county agencies for support.

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

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

Provides support to family in coordinating services between District and County agencies (ages 0-2 only).

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

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

Special instruction includes the design of learning environments and activities that provide 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
Section E: Annual Service Plan

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the child's development.

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

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

This is an option as part of the SELPA's continuum of services available upon IFSP team decision. This service is not currently provided.

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

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

This is an option as part of the SELPA’s continuum of services available upon the IFSP team decision. Respite care services (ages 0-2 only) for short term care given in-home or out-of-home, which temporarily relieves the family of the ongoing responsibility for specialized care for children with a disability. This service is provided by County agencies and/or medical insurance.

☐ 340–Intensive Individual Instruction

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

IEP team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ 350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in the IEP enabling the student to participate effectively in the total school program.

☐ 415–Speech and Language  
☐ Service is Not Currently Provided
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Provide a detailed description of the services to be provided under this code.

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

- [ ] 425–Adapted Physical Education  Service is Not Currently Provided

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

Quality physical education consistent with the curriculum approved by the LEA, instruction in physical fitness, motor fitness, fundamental motor skills and patterns, individual and group sports. The delivery setting is based on the student's individual needs.

- [ ] 435–Health and Nursing: Specialized Physical Health Care  Service is Not Currently Provided

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

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

- [ ] 436–Health and Nursing: Other  Service is Not Currently Provided

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

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 can 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.
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IEP required health and nursing services are expected to supplement the regular health services program. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 445–Assistive Technology
☐ Service is Not Currently Provided

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

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.

☐ 450–Occupational Therapy
☐ Service is Not Currently Provided

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

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 environmental or curriculum, and consultation and collaboration with other staff and parents.
Services are provided, pursuant to an IEP by a qualified Occupational Therapist with the American Occupational Therapy Certification Board. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 460–Physical Therapy
☐ Service is Not Currently Provided

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

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 (PT) 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.

510—Individual Counseling

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

Counseling services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

515—Counseling and Guidance

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

Counseling in a individual or group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program.

Guidance services include interpersonal, intra-personal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students.

These services are expected to supplement the regular guidance and counseling program. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

520—Parent Counseling

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) or legal guardians of a student receiving special education services 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.
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- 525–Social Worker  [ ] Service is Not Currently Provided

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

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 education program.

Social work services are expected to supplement the regular guidance and counseling program.

- 530–Psychological  [ ] Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. 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 program to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

- 535–Behavior Intervention  [ ] Service is Not Currently Provided

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

Behavior intervention services are a systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

- 540–Day Treatment
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Provide a detailed description of the services to be provided under this code.

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

- 545–Residential Treatment

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

Residential treatment services are a 24-hour, out-of-home placement service(s) provided by institutions who provide intensive therapeutic services to support the educational program.

- 610–Specialized Service for Low Incidence Disabilities

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. 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 educational settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the student as well as 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 provided to the student.

- 710–Specialized Deaf and Hard of Hearing

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

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

- 715–Interpreter

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

Interpretation services for those students who through the IEP process have been determined
to require interpretation such as deaf and/or hard of hearing. Services are provided to allow student academic access in the classroom setting.

☐ 720–Audiological  ■  Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. These services include measurements of acuity, monitoring amplification and frequency modulation system use.

Consultation services with teachers, parents, and/or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 725–Specialized Vision  ■  Service is Not Currently Provided

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum accommodations and 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.

☐ 730–Orientation and Mobility  ■  Service is Not Currently Provided

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

Orientation and mobility for 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 and support staff including teachers regarding the student's requiring such services according to an IEP.
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☐ 735–Braille Transcription  ☐ Service is Not Currently Provided

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

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Braille transcription is any transcription services necessary 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.

☐ 740–Specialized Orthopedic  ☐ Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Specialized orthopedic services include specially designed instruction related to the unique needs of a student with an orthopedic disability, including specialized materials and equipment.

☐ 745–Reading  ☐ Service is Not Currently Provided

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

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

☐ 750–Note Taking  ☐ Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Note taking services are any specialized assistance given to the student for the purpose of note taking 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
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2021–22

Include instruction in the process of learning how to take notes.

☐ 755–Transcription  ☐ Service is Not Currently Provided

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

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.

☐ 760–Recreation Service, Including Therapeutic Recreation  ☐ Service is Not Currently Provided

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

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

☐ 820–College Awareness  ☐ Service is Not Currently Provided

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

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 aide.

☐ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment  ☐ Service is Not Currently Provided

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

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 or her aptitudes, abilities, and interests in order to make realistic career decisions.
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2021–22

☐ 840–Career Awareness  ☐ Service is Not Currently Provided

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

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 school and high school will be able to access vocational education funds. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 850–Work Experience Education  ☐ Service is Not Currently Provided

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

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.

☐ 855–Job Coaching  ☐ Service is Not Currently Provided

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

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.

☐ 860–Mentoring  ☐ Service is Not Currently Provided

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills.

Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2021–22

☐ 865–Agency Linkages (referral and placement)  ☐ Service is Not Currently Provided

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

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

☐ 870–Travel and Mobility Training  ☐ Service is Not Currently Provided

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

This is an option as part of the SELPA’s continuum of services available upon IEP team decision to those students who are blind or visually impaired by qualified personnel to enable the student to obtain a systematic orientation to and safe movement within their environments in school, the home and community. This service is important to consider when transition planning to teach skills necessary to getting around in the student's community.

☐ 890–Other Transition Services  ☐ Service is Not Currently Provided

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

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

☐ 900–Other Related Service

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”
LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2021–22 Local Plan Submission
Attachment I

SELPA: AMADOR COUNTY

Fiscal Year: 2021–22

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory https://www.cde.ca.gov/SD/ for each CCE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, DO NOT DELETE the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

2021–22 CDE Local Plan Submission
<table>
<thead>
<tr>
<th>Fiscal Year: 2021–22</th>
<th>LEA Status</th>
<th>Previously Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Russell@aceo.org">Russell@aceo.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Kathryn@aceo.org">Kathryn@aceo.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Director</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Russell</td>
<td>209-251-5330</td>
<td><a href="mailto:russell@aceo.org">russell@aceo.org</a></td>
</tr>
<tr>
<td>Kathryn Brown</td>
<td>209-273-7866</td>
<td><a href="mailto:kathryn@aceo.org">kathryn@aceo.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEA Official Name (District, Charter, COE, JPA, and SELPA)</th>
<th>Charter Code</th>
<th>LEA Official Name (District, Charter, COE, JPA, and SELPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Unified School District</td>
<td>10930</td>
<td>Amador County Unified School District</td>
</tr>
<tr>
<td>Amador County Office of Education</td>
<td>73391</td>
<td>Amador County Office of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add or Delete Row</th>
<th>District Code</th>
<th>School Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>10930</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>73391</td>
</tr>
</tbody>
</table>
Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. EC Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)

2. Administrative costs of the plan. (These costs are tracked in the function field.)

3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)

4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)

5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)

6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California EC, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)

7. Use of property taxes allocated to the SELPA pursuant to EC Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)
Attachment II

SELPA: AMADOR COUNTY

Fiscal Year: 2021-22

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

<table>
<thead>
<tr>
<th>List</th>
<th>LEA Official Name (District, Charter, COE, JPA, and SELPA)</th>
<th>Assembly Bill (AB) 602 State Aid</th>
<th>AB 602 Property Tax</th>
<th>Federal IDEA Part C</th>
<th>Federal IDEA Part B</th>
<th>State Infant/ Toddler</th>
<th>State Mental Health</th>
<th>Federal Mental Health</th>
<th>Other Revenue</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMADOR COUNTY OFFICE OF EDUCATION</td>
<td>1,662,098</td>
<td>442,433</td>
<td>262,236</td>
<td>0</td>
<td>126,592</td>
<td>0</td>
<td>0</td>
<td>1,957,173</td>
<td>4,450,532</td>
</tr>
<tr>
<td>2</td>
<td>AMADOR COUNTY UNIFIED SCHOOL DISTRICT</td>
<td>554,533</td>
<td>0</td>
<td>575,763</td>
<td>0</td>
<td>252,296</td>
<td>46,222</td>
<td>6,254,107</td>
<td>7,682,921</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>2,216,631</td>
<td>442,433</td>
<td>837,999</td>
<td>0</td>
<td>126,592</td>
<td>252,296</td>
<td>46,222</td>
<td>8,211,280</td>
<td>12,133,453</td>
</tr>
</tbody>
</table>
**Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2. NOTE: For fiscal year 2021-22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

<table>
<thead>
<tr>
<th>List</th>
<th>LEA Official Name</th>
<th>1000</th>
<th>2000</th>
<th>3000</th>
<th>4000</th>
<th>5000</th>
<th>6000</th>
<th>7000</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMADOR COUNTY OFFICE OF EDUCATION</td>
<td>1,719,085</td>
<td>523,154</td>
<td>753,928</td>
<td>39,050</td>
<td>720,376</td>
<td>0</td>
<td>173,233</td>
<td>3,928,826</td>
</tr>
<tr>
<td>2</td>
<td>AMADOR COUNTY UNIFIED SCHOOL DISTRICT</td>
<td>1,743,407</td>
<td>388,850</td>
<td>673,186</td>
<td>16,200</td>
<td>659,172</td>
<td>0</td>
<td>212,050</td>
<td>3,692,865</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td></td>
<td><strong>3,462,492</strong></td>
<td><strong>912,004</strong></td>
<td><strong>1,427,114</strong></td>
<td><strong>55,250</strong></td>
<td><strong>1,379,548</strong></td>
<td><strong>0</strong></td>
<td><strong>385,283</strong></td>
<td><strong>7,621,691</strong></td>
</tr>
</tbody>
</table>

Fiscal Year: 2021-22
### Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

<table>
<thead>
<tr>
<th>List</th>
<th>LEA Official Name (District, Charter, COE, JPA, and SELPA)</th>
<th>Federal Revenue</th>
<th>Percent of Total Federal Revenue</th>
<th>State Revenue</th>
<th>Percent of Total State Revenue</th>
<th>Local Revenue</th>
<th>Total Federal and State Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMADOR COUNTY OFFICE OF EDUCATION</td>
<td>333,459</td>
<td>34.92%</td>
<td>1,742,468</td>
<td>77.10%</td>
<td>2,376,605</td>
<td>2,075,927</td>
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<tr>
<td>2</td>
<td>AMADOR COUNTY UNIFIED SCHOOL DISTRICT</td>
<td>621,450</td>
<td>65.08%</td>
<td>517,556</td>
<td>22.90%</td>
<td>6,543,915</td>
<td>1,139,006</td>
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<tr>
<td>Totals:</td>
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<td>954,909</td>
<td>100.00%</td>
<td>2,260,024</td>
<td>100.00%</td>
<td>8,920,520</td>
<td>3,214,933</td>
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</tbody>
</table>
### Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

<table>
<thead>
<tr>
<th>List</th>
<th>LEA Official Name (District, Charter, COE, JPA, and SELPA)</th>
<th>Total Projected Expenditures by LEA SAS in the Regular Classroom</th>
<th>Total Projected Expenditures by LEA for LI</th>
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<tbody>
<tr>
<td>1</td>
<td>AMADOR COUNTY OFFICE OF EDUCATION</td>
<td>43,109</td>
<td>242,239</td>
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<td>2</td>
<td>AMADOR COUNTY UNIFIED SCHOOL DISTRICT</td>
<td>41,209</td>
<td>272,274</td>
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<tr>
<td></td>
<td>Totals:</td>
<td>84,318</td>
<td>514,513</td>
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</table>
Attachment VI

SELPA: AMADOR COUNTY

Fiscal Year: 2021-22

Attachment VI must be completed using the CDE approved Microsoft Excel Template
Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Add or Delete Row</th>
<th>LEA Status</th>
<th>Impacted SELPA Name</th>
<th>Impacted District, Charter, or School Name</th>
<th>Initiating SELPA Notification Date</th>
<th>SELPA Governing Board Notification Date</th>
<th>COE Notification Date</th>
<th>CDE Notification Date</th>
<th>Agreed Upon Effective Fiscal Year</th>
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<tr>
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<tr>
<td>CDE Official Local Educational Agency Name</td>
<td>School or Site Name</td>
<td>County/District/ Charter Number</td>
<td>Special Education Service</td>
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<tr>
<td>Amador County Unified School District</td>
<td>Amador High School</td>
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<td>Amador County Unified School District</td>
<td>Argonaut High School</td>
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<td>North Star Independent Study</td>
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<td>Amador County Unified School District</td>
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<td>Amador County Unified School District</td>
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<td>Amador County Unified School District</td>
<td>Ione Junior High School</td>
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<td>Amador County Unified School District</td>
<td>Jackson Elementary School</td>
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<td>Amador County Unified School District</td>
<td>Sugar Creek Elementary School</td>
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<tr>
<td>Amador County Office of Education</td>
<td>County Community School</td>
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<td></td>
</tr>
</tbody>
</table>

Note: If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).
AGENDA ITEM #: 8.3

Motion: ________________
Second: ________________
Vote:     ________________

SUBJECT:  Program Location Change: Ione Junior High School Moderate-Severe Class – Discussion/Action (Dr. Russell)

BACKGROUND INFORMATION:
Students with moderate to severe disabilities periodically are included in general education classrooms to enhance their ability to be educated among their same age peers. As such, our students are housed at Jackson Elementary where they develop relationships with general education students through 5th grade. Then they attend Ione Junior High where all of the students are new to them. They then go to Argonaut High. By bringing them to Jackson Junior High they will be with the same peer group in elementary, junior high and high school.

FISCAL IMPLICATIONS:
$2,000 moving expense.

RECOMMENDATION:
The Superintendent recommends Board approval.

PRESENTED BY:
Dr. Russell, County Superintendent