

## **ACLCL Special Education Overview**

Parents of learners with disabilities in the Alameda community have sought out a placement at ACLC and will seek out a placement at ACLC based on word-of-mouth recommendations from other parents of learners with disabilities because of our small school environment and because their children will be full members of the ACLC community.

- All learners at ACLC with disabilities will be fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges will be incorporated into the general education program, including learners without disabilities.
- All learners at ACLC with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services will be generated by facilitators, Student Study Teams and parents. Assessments will be conducted within the legal timeframe. ACLC will collaborate with El Dorado County Charter School SELPA School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our learners.
- NCLC will use 21<sup>st</sup> century educational technology providing more access to learning opportunities for learners with disabilities i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning

## **Resource Specialist/Full Inclusion Specialist Duties**

Starred sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at ACLC include but are not limited to:

### **Special Education Testing, IEP Development and Collaboration**

- Identify learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.\*
- Administer standardized academic achievement tests, interpreting results to determine learners' strengths and areas of need for initial assessments and triennial assessments.\*
- Provide alternative accommodations and/or modifications to learners with disabilities for assignments and testing in the general education curriculum.\*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.\*
- Collaborate with parents, learners, facilitators, advocates and specialists to develop and implement Individual Education Plans for learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for learners with disabilities.\*

- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.\*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.\*
- Administer State testing (STAR and CAHSEE) to learners with accommodations and modifications and preparing testing materials in compliance with State regulations.\*
- Report to site administrator (NCLC Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of learners with disabilities.\*
- Increase access to the educational system for parents and learners with disabilities by providing resources for advocacy within the educational system and community and providing `information and referrals to support learners' success.\*

#### Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of learners with disabilities.\*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for learner with disabilities requiring additional one-to-one support.\*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for learners with disabilities.\*
- Implement, provide educational materials, tutor and grade alternative educational coursework for learners with disabilities.\*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for learners with disabilities.\*
- Provide educational home visits to learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and other proceedings within the AUSD.\*
- Coordinate Manifestation Determinations for learners with disabilities who reach a critical level of disciplinary interventions at ACLC.\*

#### Collaboration with and Referral to Outside Agencies

- Assist learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.\*

- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to learners with disabilities (County mental health agencies, Regional Services, County social services agencies).\*

#### Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).\*

#### Paraprofessional Supervision

- Supervise paraprofessional serving learners in the Resource Specialist Program and Full Inclusion Program.\*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

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