Special Education Textbook Procedures

The educational needs of special education students are met in a variety of ways, including:

- **Special Day Classes (SDC):** Students of varying grades are taught in a specialized classroom. SDC students may use a variety of educational materials, including Board-adopted general education textbooks (assigned by their SDC teacher according to their learning level) and specialized special education textbooks.

- **Mainstreaming:** Students with special needs are educated in general education classrooms for specific time periods based on their level and skills. Depending on the classroom or course, mainstreamed students may or may not use the same Board-adopted general education textbook as the rest of the class.

For purposes of Williams compliance, special education students (with the exception of students in Moderate to Severe Special Education classes such as ILS and Severe ASD, who are excluded from Williams compliance) must have assigned to them for each subject area the Board-adopted textbook appropriate to their learning level as designated in the student’s Individualized Education Plan (IEP) or by the student’s teacher.

**How should an SDC teacher request additional Board-adopted general education material?**

A textbook point of contact (TPC) is appointed for each site by its principal for all general education instructional materials needs. This includes processing Board-adopted general education textbook requests from special education teachers. Special education teachers should contact their site’s TPC to request Board-adopted general education materials through Follett Destiny.

**How should a special education teacher request additional special education material?**

For all special education curriculum (including Reading Milestones, Read 180, System 44, and specific special education equipment and materials for occupational therapy, speech therapy, ILS, RSP, LH, and LD programs), special education teachers should directly contact the Special Education Instructional Materials Technician, Tamara Heisey-Collins (see “Contacts”, pg. 2).
How should special education teacher handle transferring programs to another site?

Board-adopted general education textbooks are allocated to a specific school site in the Follett Destiny system and must not be physically moved to another site without prior approval.

Because of the varied needs of special education students detailed previously, it is unlikely that students at the new site will have the same textbook needs as those at the previous site. For this reason, general education textbooks should remain at their original site. Upon arriving at the new site, special education teachers may utilize the new site’s existing inventory or coordinate with the TPC to acquire new general education materials for their students as necessary.

For special education materials, teachers are asked to coordinate directly with the Special Education Instructional Materials Technician, Tamara Heisey-Collins (see “Contacts”, pg. 2).

What if a special education teacher is closing his or her classroom?

As with program transfers, Board-adopted general education textbooks and related materials should be left to the care of the site’s TPC, while special education materials should be handled in coordination with the Special Education Instructional Materials Technician, Tamara Heisey-Collins (see “Contacts”, pg. 2).

Contacts

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